DOCUMENT RESUME

ED 063 658 EA 004 339

AUTHOR	Gilliland, Lonnie; Gilliland, Lillian
TITLE	A Comprehensive School Safety Education Program.
INSTITUTION	Educational Service Bureau, Inc., Washington, D.C. Administrative Leadership Service.
PUB DATE	69
NOTE	76p.
AVAILABLE FROM	Educational Service Bureau, Inc., 1835 "K" Street, N. W., Washington, D. C. 20006 ($5.95)
EDRS PRICE	MF-$0.65 HC Not Available from EDRS.
DESCRIPTORS	*Curriculum; Driver Education; Fire Protection; Fire Science Education; Motor Vehicles; *Safety Education; *School Policy; *School Safety; Student Participation; Superintendent Role; Traffic Accidents; *Traffic Safety

ABSTRACT

This report discusses various facets of a school safety education program. It discusses (1) the scope of a school safety education curriculum, (2) the methods of including safety education instruction in a school curriculum, (3) some student safety organizations, (4) the provision of a systemwide program, and (5) the development of safety policies and practices. (Photographs may reproduce poorly.) (JF)

ED 063658

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

A COMPREHENSIVE SCHOOL SAFETY EDUCATION PROGRAM

Lonnie and Lillian Gilliland

EA 004 339

ADMINISTRATIVE LEADERSHIP SERVICE
A division of Educational Service Bureau, Inc.

The Gillilands are well known as a team in the circles of safety education. Dr. Lonnie Gilliland has served as Director of Safety Education in the public schools of Oklahoma City for the past 23 years. His doctoral dissertation was a study of safety education in 56 of the nation's school systems. He has worked with the National Safety Council in numerous capacities including member of the Board of Directors, of the School and College Conference of the School and College Division, of the Executive Committee of the Driver Education Section, of Defensive Driving Course Advisory Committee. He is past general chairman of the National Commission on Safety Education. He is a fellow in the American Academy for Safety. He has authored many articles in safety literature and produced transparencies used for instructional purposes. He has served as a visiting professor of safety education in numerous colleges and universities.

Mrs. Gilliland, who is an elementary teacher in Oklahoma City, has served the Elementary Division of the National Safety Council's School and College Section in various capacities, including president (for two terms), member of the executive committee, chairman of the program committee. She is a member of the committee working with Cooperating Agencies of the Council. She is the author of numerous articles in the safety field.

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY Educational Service Bureau Inc.
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Copyright 1969

Educational Service Bureau, Inc.

Copies may be ordered from Administrative Leadership Service, a division of Educational Service Bureau, Inc. Price for individual copies $5.95. Discounts for quantity orders. Address all communications to Educational Service Bureau, Inc., 1835 K Street, N.W. Washington, D. C. 20006

Table of Contents

Page

EDUCATION FOR SAFE LIVING 1

The responsibility of the school 1

Safety education--definition and objectives 1

The concept and local needs 2

SCOPE OF THE SCHOOL SAFETY EDUCATION CURRICULUM 3

Traffic safety education 3

Pedestrian; Bicycle safety; Two-wheeled motor vehicles; School bus safety; Railroad safety; Driver education

Fire safety education 9

Fire prevention; Fire protection; Fire control

Schoolplant safety 10

School building; Schoolground

METHODS OF INCLUDING SAFETY EDUCATION INSTRUCTION IN THE SCHOOL CURRICULUM. 12

Separate courses 12

Integration 12

Correlation 13

Special units 13

Through co-curricular organizations 15

STUDENT SAFETY ORGANIZATIONS 17

Essentials of a good safety organization. 17

An elementary school safety council. 18

School safety patrols 20

Functions and purpose; Selection of patrol members; Direction and sponsorship; Assignments and organization; Procedures

The student safety council 26

A high school student safety council 30

Publicity committee; Fire prevention committee; Accident report committee; Car registration committee; Assembly program committee; Special projects committee

Table of Contents (Continued)

Other types of organization 33

Drivers' club; A safety committee of the student council; Councils involving faculty and parents

PROVIDING A SYSTEMWIDE PROGRAM 35

Responsibilities of the superintendent 35

A plan for districtwide administration 35

DEVELOPING SAFETY POLICIES AND PRACTICES 40

Who should be involved 40

Accidents to students and employees--reporting of 41

Building principal's responsibility 42

Christmas trees 43

Driver education 43

Student requirements for securing an instruction permit; Completion card for driver education students; Driver education car; Storage of driver education car; Accident involving driver education car; Gasoline for driver education cars; Car repair and inspection

Motor vehicles--use of, by pupils 45

Registration and windshield stickers; Excursion or field trips; First aid

Injuries to pupils 46

Principal's responsibility; Minor injuries; Serious injuries

Interviews with police officers and others 47

Removal of a pupil from the school by police or juvenile officers; Other interviews; Estranged parents

Molestation of children 48

Site location and location of the building on site 48

Location of building on the site

Pick-up drives 49

Crossing protection 54

Crossing guards; Signs, signals, and markings

Education for Safe Living

In our democratic way of life, an individual operates in accordance with certain basic principles that he has attained from past experience in an ever-changing society. Instruction in safety education should emphasize self-realization and should encourage a critical evaluation of living, to the end that a better way of life may be achieved by all.

The responsibility of the school

About 7,000 school-age children lose their lives annually through accidents, and the rate is increasing. In a society in which the school has been designated as the agency responsible for designing and giving guidance to a total educational program that meets the needs of individuals in an era of cultural change, it is imperative that every school system develop and implement a well organized school safety education program within the school curriculum.

Today the roster of employees in many school systems includes an upper-level official whose primary responsibility is to provide overall coordination and assistance for a districtwide program. In the school system that is too small to hire such an expert, the job must still be done. Though this discussion is based primarily on the safety education in a large school system (Oklahoma City), the program and practices discussed here can be adapted to much smaller school districts, perhaps with a safety committee responsible for planning and implementation.

Safety education--definition and objectives

Safety education is that portion of the total education program that has been designed to prepare boys and girls for participation in all worthwhile activities safely--and also to help them make wise choices when an element of danger is present.

The specific purposes and objectives of the safety education are (1) to equip students with the safety knowledges, an understanding of how to apply those knowledges, (2) proper skills, (3) to assist them in developing good judgment, (4) desirable attitudes, (5) emotional stability, and (6) to make them cognizant of their own personal physical ability as they relate to everyday life.

The appropriate time and place to start giving instruction in safety education is when the child enters school. If the school system has a kindergarten, this means starting at the beginning of that year. The program should be continued from the first days of school attendance until graduation from high school.

The concept and local needs

The school system's safety program should be designed so that pupils will develop the concept of "safety for what" rather than "safety first." A program that focuses on "safety for more and better adventures" will prepare them for living safely in their total environment.

The school safety education curricula should be based on the needs of the individual child in the community. The safety needs of boys and girls can best be determined:

- By studying the accident statistics to school-age students as reported in Accident Facts, a national report on accidents published by the National Safety Council, Chicago.
- By establishing a student accident reporting system within the school district and its individual schools.
- By developing a relationship with the local fire and police departments for securing information from them on accidents to school-age children.

Scope of the School Safety Education Curriculum

Instruction in safety education should be consistent with the needs of the children in a given community. In most school systems, the following areas are appropriate for inclusion in the curriculum:

Traffic
Fire
Schoolplant
Firearms
Home
Animal
Vacation
Winter
Recreation
First Aid
Water
Natural Emergency
National Emergency
Fireworks

Instruction in safety education should not only be geared to the needs of the youngsters in the particular community; it should be timed wisely (see p. 15).

Traffic safety education

Instruction in the traffic safety area includes pedestrian, bicycle, two-wheeled motor vehicles, passenger, school bus, railroad safety, and driver education. Instruction in this area should begin with kindergarten children.

Pedestrian. In today's mechanized society, the little kindergartner needs to know as much about being a safe pedestrian as the college student, he needs instruction in safety practices as soon as he starts to school. Key points that must be included in the pedestrian safety education program are: the safest places to cross a street, how to check traffic, correct use of traffic control devices, rules when walking on roadways, rules for pedestrians when sidewalks are present, and crossing protection arrangements (the latter is discussed later, see pp. 54-55). Children, particularly little ones, need to be informed on the danger of stepping from in front of parked vehicles and other obstructions.[1]

[1] See Lonnie Gilliland, "Accenting Safety in the School, Home, Community," Teacher's Encyclopedia (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966), pp. 368-69.

In many communities, parents transport their children to school in the family car. In such areas, children need to be instructed on how to enter and leave the car (and why they should do so), as well as the correct safety practices in crossing streets to get to the car. The school district and community can do much to protect the children being transported, as also other children, by adequate planning.

Bicycle safety. There are more than 18 million bicycles in use in the United States (most of them by school-age children), and 600 fatalities and 30,000 injuries sustained annually (most of which occur to school pupils)--according to the National Safety Council's Accident Facts. It is therefore imperative that safety education be given in this area.

Instruction should begin just prior to the time pupils begin driving bikes and should be continued through the rest of their bike-driving days. The time when pupils begin driving bikes can be determined through two criteria: (1) maturity level of the child and (2) the local bicycle code.

Many times a conscientious parent has asked me this question: "My child will be 12 years old next week, is it safe for him to drive a bicycle in the street?" I respond to this question by asking these questions:

- Can he drive his bike (driving skills)?
- Does he know the regulations and safety practices (driving knowledge)?
- Can he apply his skill and knowledge in accordance with rules and safety practices (judgment)?
- Will he consistently use the rules to the best of his ability (attitude)?
- Is he easily excitable and does he lose control of self (emotions)?
- Is he cognizant of any physical disabilities he may have, and, if so can he compensate for them (physical disabilities)?

To me these areas, Skill, Knowledge and Judgment, Attitude, Emotions, and Cognizance of Physical Abilities, seem to be most important for competent bicycle driving and an enjoyable experience. Oh yes, and the child must be provided with a safe bike if he is to participate safely in the traffic society that is ever present today. What makes a bike safe? There are three criteria to use in making this decision: (1) is it the correct size for the person who is to drive it, (2) is it properly adjusted to fit the person who will be driving it, and (3) is it in good mechanical condition?

Two-wheeled motor vehicles. School officials and parents should check state and local regulations for age requirements concerning the operation of two-wheeled motor vehicles. In most areas, the minimum legal age for operating such a vehicle is 14 years. In states where driving is permitted as early as age 14, certain restrictions and/or limitations exist. For example, in Oklahoma, a 14-year-old may secure a license if a parent of guardian will go with him to the state licensing department and sign an application and agree that the condition imposed upon licensee will be complied with and that he (parent or guardian) is willing to assume the obligations thereof. Also a 14-year-old must drive a vehicle with no more than a five brake horse powered engine. The vehicle is not to be driven faster than 35 MPH and is to be driven only between the hours of 4:30 A. M. and 9:00 P. M. Also passengers are not allowed on vehicles operated by drivers under 16 years of age. Certain other requirements are not applicable after the driver is 16 years old.

In Oklahoma, a license secured for operating a two-wheeled motor vehicle cannot be used for operating an automobile. However, a person holding a valid license to operate an automobile may operate a two-wheeler. Section 4.4.3 of the Highway Safety Program Standards of the National Highway Safety Bureau, U. S. Department of Transportation, provides for minimum requirements in licensing as follows: Each person who operates a motorcycle must (1) pass an examination or re-examination designed especially for motorcycle operation and (2) hold a license issued specifically for motorcycle use.

Instruction for the prospective driver of a two-wheeled motor vehicle should include four variables--the roadway, the vehicle, the driver, and other users of the roadway. The driver needs instruction in six areas, (1) driving knowledges and their application, (2) driving skills, (3) judgment, (4) emotional stability, (5) development of desirable attitudes, and (6) cognizance of any personal physical disability that might impair his driving ability.

Instruction in this area should be given by qualified certificated teaching personnel--only.

School bus safety. Many school systems, particularly those serving suburban and rural areas, transport pupils to and from school in district-owned

buses. If school-owned buses conform to the "standards" established for "a bus to be considered a school bus," they are Federal Yellow in color, have 8-inch "block" letters on the front and rear, and also loading lights front and rear.

Children who are transported in school buses need instruction concerning the correct way to use these buses. School districts that operate bus fleets need to check the laws of the state to determine applicable safety regulations. Exhibit A in the Appendix (p. 57) reproduces regulations approved by the State Department of Public Safety, the State Department of Motor Vehicles, and the Oklahoma City Board of Education. Key points to be covered in teaching children include (1) waiting for the bus, (2) seating on the bus, (3) leaving the bus, and (4) crossing streets. Instruction in school bus safety should be given at the grade levels where it is related to the situation--i.e., if children start to ride buses when they go to junior high, time the instruction accordingly.

Responsibilities need to be spelled out and understood by staff members. In Oklahoma City, applicable regulations emanate from the office of the Director of Safety Education, who provides copies for all principals and teachers in schools where children are transported by bus and to all bus drivers. Copies are prominently posted in each bus.

At the beginning of the term, the teacher is responsible for explaining in full detail all rules relating to transportation, and he, the principal, and bus driver carry a continuing responsibility for instructing pupils how to conduct themselves safely.

In many communities, school children ride regular public-transportation buses, either city or privately owned; and some school systems charter non-district-owned buses for special purposes such as field trips. When children ride buses other than district-owned, safety regulations and practices may differ somewhat;[1] and they should be incorporated into the instruction program. Safety rules for loading and unloading can be taught in this fashion:

Loading and Unloading Rules for Pupils

1. City (Charter or City) Loading Rules

---

[1] If the school bus laws are not applicable (as they may not be), check the appropriate code.

a. Line up at the bus stop and wait for bus.
b. Wait for the bus to stop at the "bus stop."

2. District Owned and/or Contract Loading Rules

   a. When necessary to cross the roadway--
      (1) Wait for bus to stop at the bus stop.
      (2) On a signal by the driver walk across roadway.

3. Unloading on the Roadway

   a. City (Charter or City)
      (1) Wait for the bus to move on before attempting to cross the roadway.
      (2) Check traffic left and right for clearance.
      (3) Walk across roadway.
      Note: These buses stop on the far side of the intersection.

4. District Owned and/or Contract Unloading Rules

   a. After stepping off bus walk at least five steps forward (the direction the bus is headed.
   b. Check with driver for a signal to cross.
   c. Check traffic left and right.
   d. Walk across.

Railroad safety. In many localities, pupils need to cross railroads enroute to and from school. In such cases, it is most important for parents and teachers to plan together the instruction these children need to receive. Some points that may be worthy of consideration in this planning are as follows:

- Suppose a train is blocking the crossing normally used by the pupils, should the child wait for the train to move on, seek another crossing, or crawl between the cars? Unless some attention is given in this area, pupils may crawl between the cars of the train which is the most hazardous act they could possibly commit.
- Sometimes there is more than one track to be crossed. If a train should be waiting on the near tract, caution should be exercised when walking from in front of this onto another track. A through train could be approaching. This would create a most serious condition and should be avoided.
- Throwing rocks and other objects can be injurious to the train personnel as well as to the "thrower."

In areas where long passing tracks are present (that is where one train may be going in each direction at the same time), the situation is dangerous, for pupils who have waited for one train to pass may step into the path of another approaching in the opposite direction. The best remedy for such a situation is an overpass.

In Oklahoma City, one half of the youngsters attending one school had to cross double tracks, one section of which was a mile long. Trains had been observed going in opposite directions at the same time. To ensure the children's safety, through the joint efforts of the railroad company, the city of Oklahoma City, and the local Board of Education, an overpass was constructed and the tracks were fenced leaving openings only for exit from and entrance to the overpass.

Driver education. Perhaps the most important course offering in the curriculum of the senior high school is high school driver education. The information gained from this "Course" will be used more by pupils, for a longer period of time, and more is at stake than any other course offering in the high school curriculum. All pupils should be provided the opportunity to enroll in driver education just prior to the licensing age of the state in which they reside.

The time standards in driver education should exceed the minimum of 30 clock hours of classroom instruction, 6 clock hours of actual behind-the-wheel driving instruction, and 18 clock hours observation. Recommendations concerning Safety Policies and Practices for Driver and Traffic Safety Education, of the Fourth National Conference on Driver Education (sponsored by the National Commission on Safety Education, suggest that the course should be of at least a semester's duration).

Driver education should be taught by teachers certificated according to the state education agency in each state. For Policies and Guidelines on Teacher Preparation and Certification, Driver and Traffic Safety Education, write the National Commission on Safety Education, 1201 Sixteenth Street, N.W. Washington, D.C. 20036.

The driver education teacher should be provided with up-to-date instructional materials and equipment such as: most recent textbooks, professional magazines, reference materials, educational films, psycho-physical testing equipment, and a dual-control automobile. Financial assistance is available from the U.S. Department of Transportation, on a matching basis, to assist school systems in purchasing simulators and other equipment necessary for improving the quality of instruction. If a simulator is used for a portion of the behind-the-wheel instruction, it is recommended that 4 hours on the simulator be substituted for 1

hour behind-the-wheel. It is further recommended that the minimum time behind-the-wheel be 3 hours and where possible 4 hours.

Fire safety education

According to the National Safety Council's Accident Facts, more than 7,000 fire fatalities occur each year, and fire losses run high--over $1,455 million in 1968. Fire is a necessity for life. It serves as a valuable servant to man when correctly used. He uses it to cook his food, heat his home, to make various fuels, and to change ore into usable forms. Man needs education in fire safety to become and to remain its master.

This area of safety education should include fire prevention, fire protection, and fire control.

Fire prevention. In the fire prevention phase of the program, pupils need to learn the nature of fire--the where, when, and why of fire.

Fire protection. Fire protection relates to the kind of correct action that one needs to take quickly to prevent and/or reduce loss of life, and to prevent injury and property losses in case fire breaks out. Instruction in fire protection should be broad enough to be used by the individual in his total environment. Two examples: (1) All schools, regardless of the kind of material used in the construction of the building, should establish and conduct Fire-Exit Drills on a regular basis. (2) All homes should establish and conduct Fire-Exit Drills from the home on a regular basis.[1]

Fire control. The material used for constructing a schoolbuilding should be fire resistant. Corridors should be so designed that there will be at least 6 feet of clear space at all times, even when doors are open. Non-skid materials should be used as floor covering in schoolbuildings.

---

[1] A good reference is Exit Drills, issued by the Fire Protective Association (60 Batterymarch, Boston).

Stairs should be so constructed that all risers are exactly the same height. Treads should be wide enough to provide ample space for firm footing. One formula is that the riser be not more than 7 inches in height and the width of the tread not less than 10 inches. Winders should not be permitted on stairs used by pupils. Handrails should be provided where width of stair is greater than 66 inches. Stairs should be continuous from the top to the ground floor and so constructed that, when occupants reach the ground floor level they can continue straight ahead to an exit leading to the outside.

Doors should be recessed so that when they are opened they will not extend in into the corridor. They should be hung in such a way that they will open outward and with the traffic. Locks on all classroom doors should be installed in such a way that they cannot be locked from inside the classrooms. One-story structures should provide doors leading to the outside from each classroom. All doors to corridors leading directly outside from the building should be hung in such a manner that they will open outward. Each of these doors should have a panic bar on it. All doors leading to the outside should be unlocked when the building is occupied.

All windows, window screens and/or guards on the ground floor should be so installed that they can be opened quickly. Windows in classrooms should be the double hung type. Windows that open out create hazards for pupils passing along the outside; if they open in, hazards are created within the building.

In schoolbuildings where the floor elevation varies, ramps should be used instead of stairs leading from level to level.

Schoolplant safety

Schoolplant safety can be very appropriately divided into two divisions, schoolbuilding and schoolground.

Schoolbuilding. The high accident locations in schoolbuildings are found in the heating plant, industrial arts department, physical education classes, stairs, corridors, and drinking fountains. The school district should use a pupil-accident-reporting system to find out where these accident causing areas are in each local

school. In many instances, changes and/or improvements can be made to remove or lessen the hazard. In cases where hazards cannot be completely removed, steps need to be taken to make pupils cognizant of those hazards--also to teach them the best safety practices to observe in using hazardous facilities and the correct application of safety rules and practices.

Schoolground. The four areas of playground safety must include (1) proper selection, (2) proper installation, (3) correct use, and (4) proper maintenance.

One of the best practices to follow in developing a well organized playground is to work out a "master" plan showing where each piece of equipment will be located in relation to other equipment. Equipment that moves when being used should not be installed on hard surfaces. Also other pieces of equipment where there is some potential for falls should not be placed on hard surfaces.

Teeterboards, swings, horizontal bars and the like should have soft materials, tan bark or other suitable material, placed beneath them to lessen or eliminate injuries when falls do occur.

When teeterboards are installed correctly, the fulcrum should be low enough, so that, when a pupil is seated on each end of the board, the users can touch the ground with both of their feet.

Swings should be installed in such a way it will not be necessary for pupils to cross the path of their motion. They should be placed on the outer edges of the play area with the path of their motion toward and away from the building. This method of installation will not require pupils to cross the path of motion going to and from the building.

One clue that will assist in determining what equipment should be placed on a playground is to take inventory of the public parks in the area and also to check kinds of equipment used by pupils at their homes.

When planning the instructional program for safety education, it is well to remember that there are two distinguishable types of programs: specific and general. The specific is highly directional and indicates specific groups in need of specific kinds of education. For example, if in an elementary school all students have a general need for pedestrian safety, while in a high school, pupils have a specific need for driver education.

Methods of Including Safety Education Instruction in the School Curriculum

There are a variety of methods that may be employed for including safety education instruction in the school curriculum, among which the most effective are as follows:

- Separate courses
- Integration of material into existing areas of instruction
- Correlation
- Special units
- Through co-curricular organizations

Separate courses

To serve the needs of high school students to the best advantage, driver education and traffic safety merits the same consideration in the schedule as other subject areas--that is, it should be scheduled in the same manner as Mathematics, Science, Social Studies, and other subject areas. The subject content and instructional materials will be found to be just as sophisticated as those used in other instructional areas.

Integration

By integration, we mean "fusing" instruction in safety education into existing areas of the instructional program. This method lends itself very well to all years or grades in the elementary school.

In the primary grades, instruction is usually given concerning the "community helpers" such as the fireman, the policeman, the office of traffic control, and other resources found in the school community. In the intermediate years when transportation such as the automobile, the bus, the train, the bicycle, the pedestrian, and the like are studied in social studies, safety education can be integrated into and taught as it relates to each area.

Meaningful experiences in arithmetic can be provided by having students, using accident report summaries in the school, prepare graphs that show the where, when, who, what, and why of accidents to their particular age group. After youngsters have had their bicycles inspected, they can determine the cost of placing bikes in safe condition.

In the secondary school, instruction in safety education can be integrated into many course offerings (see Exhibit 1). When safety education is so taught, students have the opportunity of learning and of applying what they learn through first-hand experiences.

Correlation

By correlation we mean bringing some member of the instructional staff from another department to share his competencies with the students in another subject area. For example:

- The physics instructor might be invited to discuss with driver education students the Laws of Motion as they are applied in driving an automobile.
- The automotive mechanics instructor might schedule a time in his shop when driver education students could be given meaningful instruction in the "construction and operation" of the automobile. He might also give these students valuable information on the proper maintenance of an automobile.
- A mathematics instructor could serve well as a resource person to driver education students on the best methods to use in financing the purchase of an automobile.

Special units

A profitable experience is provided for many students through the use of a unit of safety education in a given area, such as: (1) pedestrian safety, (2) fire safety, (3) home safety, (4) schoolplant safety, (5) first aid, (6) water safety, and (7) others.

The way such units are planned in Oklahoma City is to have members of a Citywide Teachers Safety Policy Committee, composed of one teacher from each school, determine the most appropriate time to stress each area of safety

PHASES OF SAFETY EDUCATION

COURSE OFFERINGS	Pedestrian	Bicycle	Two-Wheeled MV	Passenger	Railroad	Fire	Firearms	Schoolplant	Industrial	Home	Winter	Recreation	Excursions	School Bus	Water	Vacation	First Aid	Storm	Animal	Office	Laboratory
Industrial Education						X		X	X	X							X	X			
Home-making						X	X	X	X	X							X				
Social Studies	X	X	X	X	X	X	X	X		X	X	X	X			X		X			
Science			X			X		X		X							X	X			X
Commerce						X		X		X										X	
Psychology	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Journalism	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
English	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Speech	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Physical Education						X	X	X			X	X			X	X	X	X	X		
Art	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		
Safety Education	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Music	X					X		X		X		X	X	X				X			
Vocational Education						X		X	X	X			X	X			X				
Driver Education	X	X	X	X	X	X		X			X	X			X	X					

Exhibit 1

ED 178

education in the schools. In making their decisions, the teachers considered the needs of students and also reviewed accident summaries.

After much discussion and consideration of student safety needs in the city, the teachers arrived at the following conclusions:

- Pedestrian, bicycle, passenger, and other areas of traffic safety should be stressed during the month of September.
- Fire and firearms safety instruction should be given in October. National Fire Prevention Week occurs in October in memory of the Great Chicago Fire. Also, the principal hunting season in this part of the country occurs in November. This affords an opportunity for students to receive this instruction just prior to using it.
- Schoolplant safety is given emphasis during the month of November.
- Home safety is given emphasis during the month of Decemver. Perhaps more different kinds of activity occur in the home during this season of the year than any other month. Home safety can be made meaningful for students as they have opportunity for applying their learnings.
- Winter safety is stressed during the month of January. Usually some of the most severe weather of the winter occurs in Oklahoma during this month.
- First aid and recreation safety is given emphasis during February, when students participate in many outdoor activities such as: camping and hiking for secondary students and kite flying and the like for elementary students. Often these kinds of activities require additional attention in the knowledge and application of first aid.
- Traffic safety is stressed again during March.
- Water safety of all kinds is given much emphasis during the month of April. In Oklahoma, the public swimming pools open about this season of the year.
- During the month of May, the last month of the school term, vacation safety receives emphasis in the instructional program. This is usually a review of the phases studied the other months of the school term.

Through co-curricular organizations

Safety education must be the concern of students, as well as of the faculty and other adults. The best way to involve the former is through a student safety organization, which, if it has the support of the school administration, can be a very effective in furthering a safety education program in the school. If demo-

cratically operated, the student organization will produce many safety ideas that would otherwise not be discovered. The more deeply the students themselves are involved, the more opportunity they have for first-hand experience in solving problems that affect them now.

The principle objectives of the pupil safety organization are (1) to help eliminate accident-causing hazards, (2) to instill knowledges, (3) to develop desirable attitudes, skills, judgements, and self-control, and (4) to make each student cognizant of his or her own personal physical abilities as they relate to accidents for every individual in the school-community.

The student safety education organization is the nucleus of the safety program in the school in which it exists; it plans, organizes, and evaluates the pupil safety education activities. The student safety organization should seek to coordinate safety activities into the curriculum. That organization may be a council, a committee, or a club.

Student Safety Organizations

For a school safety program to be effective, the total school-age population should be involved either directly or indirectly. One of the best ways of involving them is to organize them.

Obviously no single plan of student safety organization is suitable for all schools, for situations vary greatly. Some children attend schools with 25 or fewer students, while others go to large high schools serving thousands. Locations range from remotely rural areas to the heart of Manhattan, philosophies from progressive to traditional, and administrative practices from a high degree of student government (and democratic practices) to complete dominance by the school administration.

Before a student safety organization is set up, the school principal, faculty, and a number of interested students should survey the safety needs of the particular school to determine the kind or type of organization that will best fit the needs of children attending the school. At times, parents and other adults should be involved, particularly in planning for elementary schools.

The explanation that follows outlines a number of kinds of school safety organizations, incorporating ideas suitable for schools of all sizes, at all levels, and in various locations.

Essentials of a good safety organization

Experience with student safety organizations leads us to delineate these five essentials for a good plan:

- Members of the body should be duly elected by students in the groups they represent. These representatives serve to provide two-way communication between the students they represent and the safety organization. They enlist the support of the entire student body in carrying out the plans that will make the school-community safer for all concerned.

  Membership in the organization should not be dependent upon "political pull." The organization should have no social or political ambi-

- tions, and its success to a large extent will depand upon the ability of officers and the sponsor to keep the organization nonpartisan.
- The organization must operate along democratic lines. Pupils must be given an opportunity for putting their own ideas into practice. A democratic organization assures all students opportunity for participation.
- The organization must have administrative approval and efficient faculty leadership. Administrative approval is essential, for an indication of what upper-echelon school officers think important will color the thinking of faculty and students toward the student safety organization. In most cases, the chief school administrator, recognizing a student safety organization as a means of increasing student leadership ability, will give the student safety organization his blessing and be willing for the school to try any reasible plan. The faculty sponsor for the group (i.e., teacher sponsor) must provide efficient leadership--leadership that commands the cooperation of the entire staff.
- All faculty members and the entire pupil enrollment must be in sympathy with the school safety program and must be kept continuously informed of plans and objectives.
- Plans of action must be carefully worked out and must meet the needs of the pupils in the school-community.

An elementary school safety council

For years, elementary schools in Oklahoma City have been using a plan for elementary school safety councils, patterned on the structure depicted in Exhibit 2. The inner series of circles include duly-elected pupil representatives, one for each homeroom (K through 6) and one from the various elementary "status" groups in the school. The council is structured so that the same child represents only one group--that is, if Susan is elected to represent her third-grade class, she cannot also represent the Blue Birds (an organization that is to Camp Fire Girls what Brownies are to Girl Scouts). The outer circles of the wheel include the principal and custodian (who is very important in the building's safety program), parent representatives (the PTA and a homeroom mother), and local resource persons.

These councils elect officers at their first meeting (suggested officers are given in the lower portion of the chart). The teacher-sponsor is a faculty member who has the time and interest to assist the children and who enjoys the cooperation of the entire faculty.

THIS CHART SHOWS THE PLAN THAT IS FOLLOWED IN SETTING UP A SAFETY COUNCIL ORGANIZATION IN THE OKLAHOMA CITY SCHOOLS

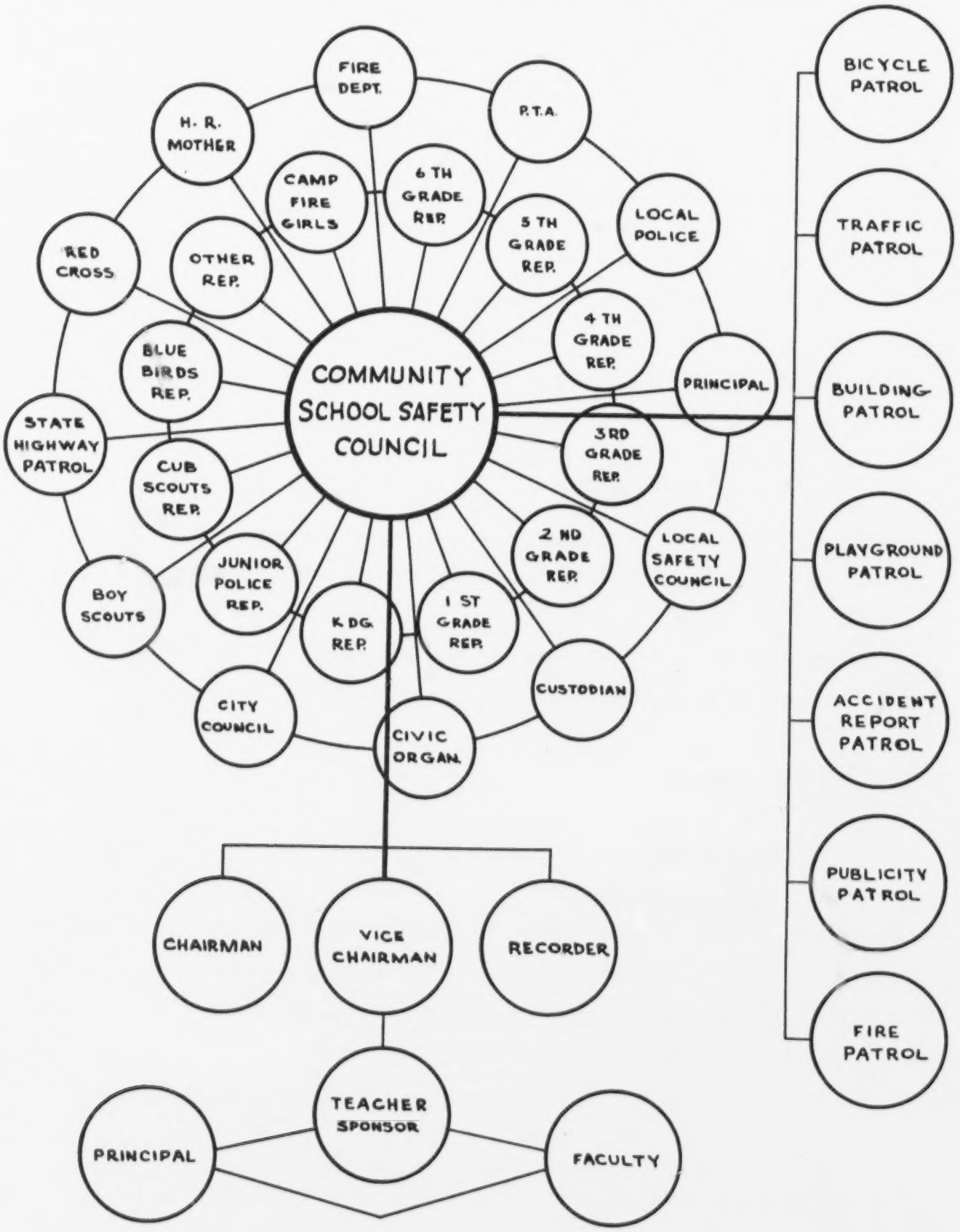


Exhibit 2

The councils meet regularly, in some schools every week and in others every other week. Topics considered focus on the safety matter or matters "of the month" (see p. 15). This means that each youngster's report to his homeroom on the council's meeting ties in with the teacher's safety instruction in the classroom. It also means that adult members of the council can plan to attend the sessions at which they can make their greatest contribution--for example, the local police and state highway patrol representatives at sessions to consider traffic safety; firemen, the sessions on fire safety; and Red Cross representatives, those on first aid.

Over the years, this plan has provided an excellent means of (1) giving a considerable number of children the opportunity to develop leadership qualities, (2) furthering safety in all areas and identifying safety problems in the proximity of the individual school, and (3) relating council sessions to classroom instruction. After each council meeting, the classroom teacher asks each young representative to report to his class (and the youngsters do remarkably well, even the little kindergartners and primary pupils), with the result that each child in the school gets information on the safety meeting at least once. And each representative on the council is encouraged to present ideas and suggestions to the council. Hence, ideas and information flow downward and upward, and this plan has pinpointed specific safety problems oftentimes peculiar to the children's own school.

School safety patrols

Elementary school safety patrols in Oklahoma City are, we believe, somewhat unique. Patrol members are selected from among council representatives, and we divide them up in a number of "patrols" (see circles on the right-hand side of Exhibit 2). Our "patrolers" are fifth and sixth graders (the ratio is usually about 60-40), though in some schools mature fourth graders may be selected. Districtwide policy on assignments require that:

- Members of the traffic (street duty) patrol be sixth graders, or fifth graders during the last 9 weeks of the school year.
- For the first three-quarters of the year, patrol members in the fifth grade be assigned to bicycle, playground, hall, or door duty.

Members of the fire patrol assist teachers during fire drills to see that children exit in accordance with provisions in our handbook on Safety Policies and Practices. Members of our accident report patrol and publicity patrol engage in the same kind of activities as do the high school committees on publicity and accident records (see pp. 30-31). Obviously collecting materials on fire prevention for class distribution, writing a "piece" for the school paper on safety, or producing a safety poster are activities not beyond the capabilities of a mature, interested, and/or talented fourth grader.

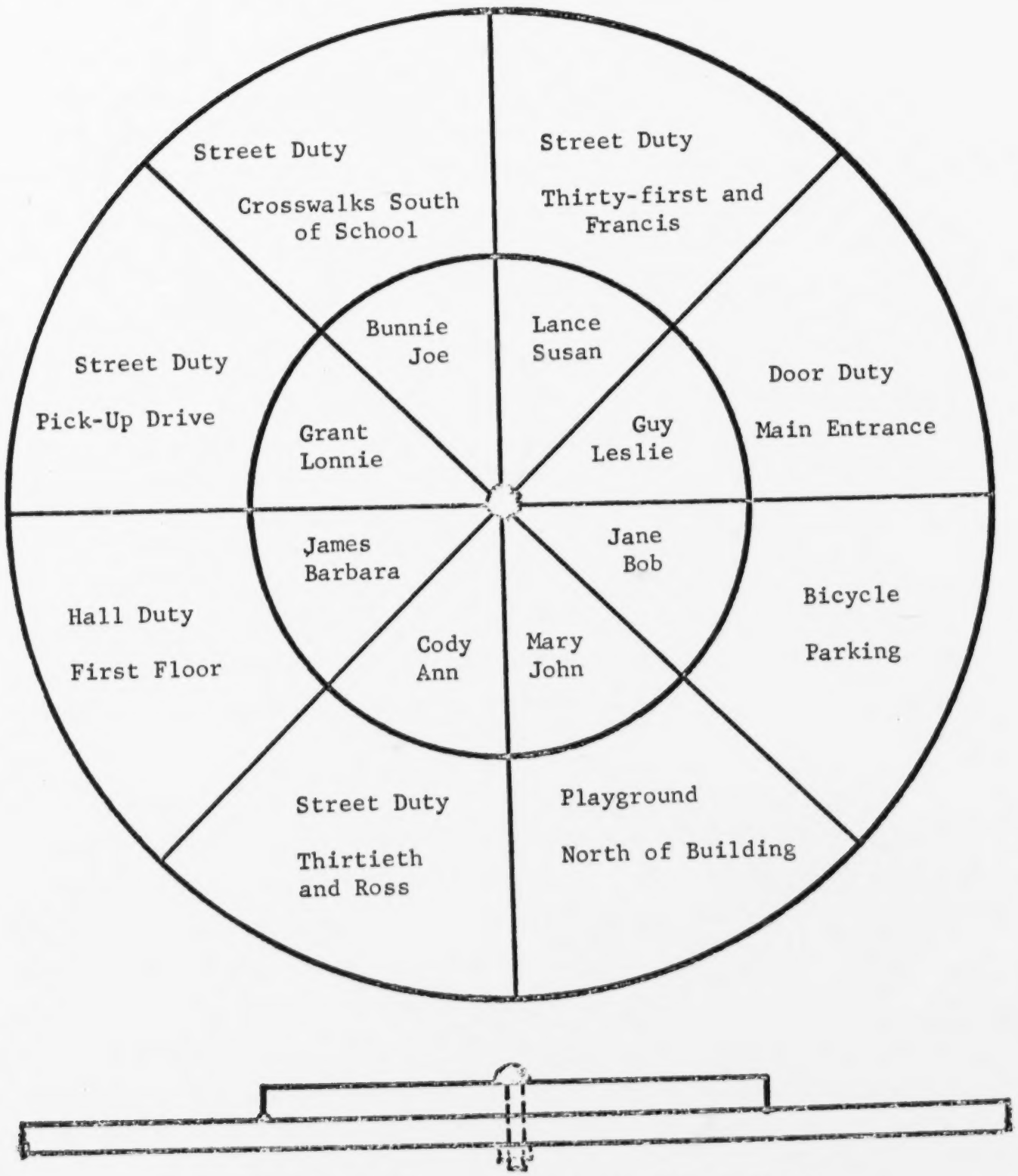
Functions and purpose. In our city, elementary school safety patrols perform these two main functions:

- To instruct, direct, and control the members of the student body in crossing the streets and highways at or near the school--and in observing safe practices within the school, on the school grounds, etc.
- To assist teachers and parents in the safety instruction of students in safe practices at all times and in all places.

The major purposes may be delineated as follows: (1) to give pupils practice in cooperative planning and (2) to implement classroom instruction in safety with meaningful activities in which the students have a large measure of self-direction. Pupil patrols are schoolwide instructional devices rather than classroom aids.

Selection of patrol members. Members of patrol units are generally selected on the basis of maturity and the kind of citizen they have been. We want safety patrols composed of students who will set a good example for other students, who will take their jobs seriously but never exercise undue authority, and who will hold not only patrol work but the school's entire safety program in high regard. We believe it is unfair to select them only on the basis of a scholastic test or even academic record. We also believe in the no "discrimination on the basis of race, sex, or creed" practice, and that both boys and girls should be selected. Before he can serve each youngster selected must have written approval from a parent.

As already indicated members are selected from among students duly elected by their peers to serve as representatives to the council. Selection is based on the opinions of the people who know the youngsters best-- their teachers who have worked with them. The listing of the recommendations goes to the principal and is subject to his approval.



AN ASSIGNMENT CHART FOR A SCHOOL SAFETY PATROL

Exhibit 3

Insofar as possible, we select and assign our patrol members at the end of the school term. This gives us an opportunity to prepare them for their responsibilities at the opening of the following year. Training is important for all members of the patrol unit, but particularly so for patrol officers. The school system gives all patrol officers training prior to the opening of school to prepare them for their new, and greater, responsibilities.

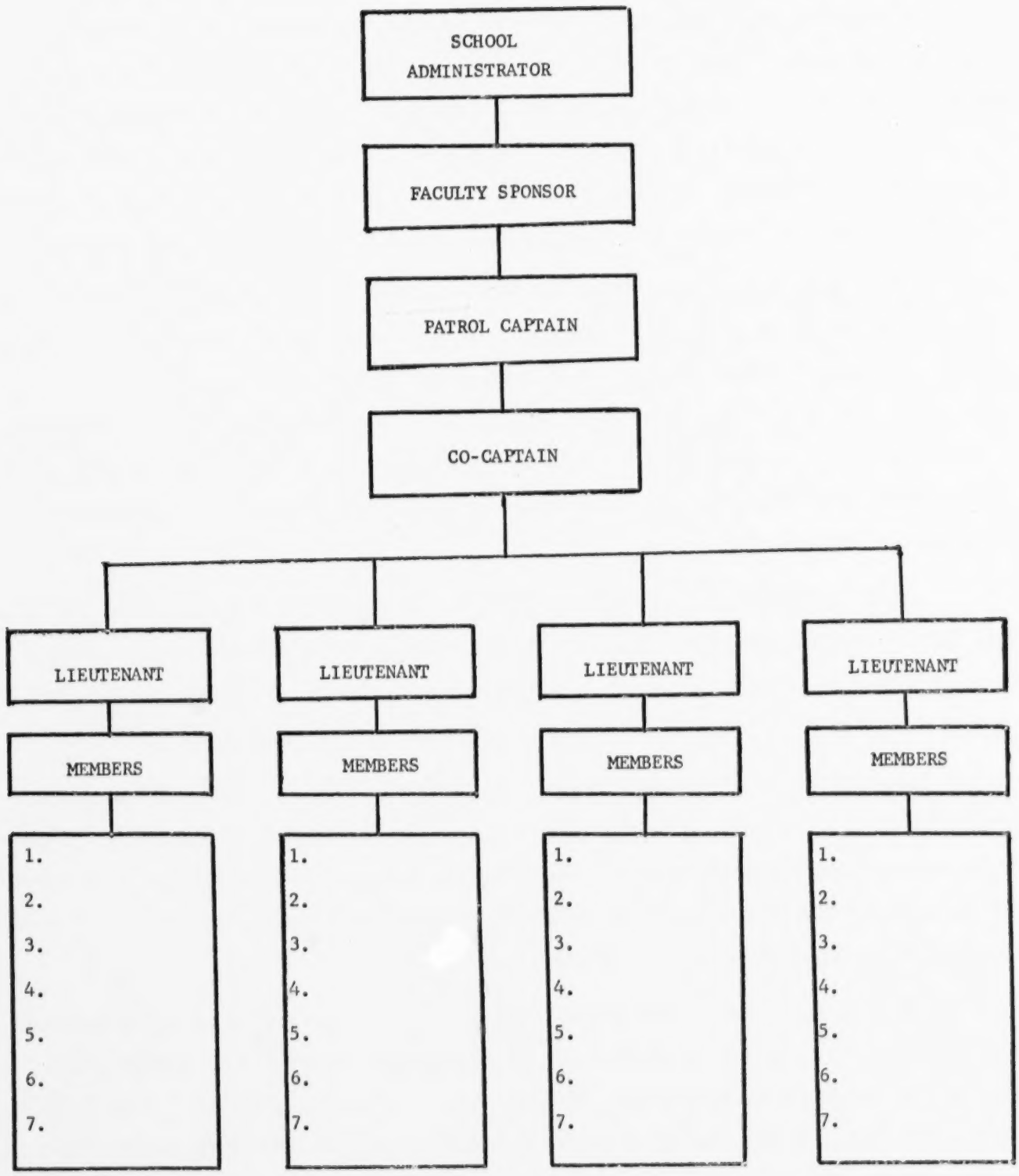
Direction and sponsorship. In large school systems that employ a director or supervisor of all safety education, that official usually supervises safety patrol operations and activities in all schools. In systems that do not employ such a person, supervision devolves upon the school principal or his selected representative--as does also the day-to-day supervision in individual schools. In any case, the effectiveness and value of the patrol depend, in large measure, upon the patrol sponsor.

In some cases, the principal serves as sponsor, but because he has other and more pressing responsibilities at the time supervision is needed, a classroom teacher is usually assigned or chosen as sponsor. Needless to say, the sponsor should have time to supervise patrol members while they are on duty.

Assignments and organization. A good method to use in making assignments is to use a wheel, with the names of patrol members on the inner circle of the wheel and the posts to be covered on the outer (see Exhibit 3). The wheel can be so constructed that, when shifts in assignments are to be made one merely turns the inside circle of the wheel.

The organization of the patrol unit will depend on the size of the patrol, which will depend on the enrollment of the school. Some of our patrol units number as many as 30 members, though the average is about 12. The larger the group, the greater the opportunity for shifts and for providing more children a chance to develop leadership qualities.

For a large group, there should be a captain, perhaps a co-captain, and two, three, or four lieutenants (see Exhibit 4). Officers should be selected strictly on the basis of leadership and the respect accorded them by their fellow pupils. If an officer's work is satisfactory, he should serve for at least one school year. Frequently, schools find, as we have in Oklahoma City, that it is satisfactory to have the patrol elect its own officers.



AN ORGANIZATIONAL CHART FOR A SCHOOL SAFETY PATROL

Exhibit 4

Under the guidance of the teacher-sponsor, the captain of the patrol and other officers can place patrol members. The captain should be a student who can arrive at school early, for one of his responsibilities is to see that patrol members report for duty on time and to report offenders to the sponsor. Other officers should assist the captain and one of them should substitute for him in case he is absent.

Safety patrols are organized before the close of the school year so that officers may participate in the "School of Instruction" held in August preceding the opening of the school year. This also makes it possible for members of the patrol to be on duty the first day of school.

Procedures. The procedures for students selected for safety patrol duty (also called Junior Police) are as follows.

1. A standard form is to be used to get parental consent for the child to serve as a member of the Junior Police.
2. Each member of the Junior Police shall be given instruction in his/her duties at his/her location.
3. Junior Police (Safety Patrol) who are assigned at street crossings should always operate from the curb and on the side of the street from which the children are approaching.
4. Junior Police (Safety Patrol) members assigned to street duty should come from the 5th and 6th grades.
5. Junior Police (Safety Patrol) members are to be assigned to street duty only on the streets that are adjacent to the school ground.
6. When Junior Police (Safety Patrol) are used for schoolground activities, they are not to replace teachers.
7. Junior Police (Safety Patrol) members are not to take license numbers of cars which they think are in violation of the law.

Pupils are not assigned to patrol duty without the written consent of a parent or guardian. Exhibit B in the Appendix is a form suggested for use in Oklahoma City schools. It is a two-part card, and carries a message from the principal to the parent explaining important facts about school safety patrols. If the lower part is detachable, the parent can tear it off and keep it. If desired, the principal's message may be in the form of a letter.

Youngsters assigned to street duty are stationed only at points where they can be supervised from the school (an exception to this would be a station where one or more students served with an adult crossing guard). It is virtually im-

possible to protect each crossing; and to decide where student patrol members are to be assigned, we recommend that the principal, teacher-sponsor of the patrol, and PTA safety chairman make a periodic survey of crossings around the school.

Behind every example of smooth-working, efficient patrol will be found a wide program of activities carefully planned as part of the regular school program and designed to develop in the school and community the highest possible regard for patrol work and the safety program in general. When such an attitude is developed, problems of selection, training, and operation of the school patrol are reduced to a minimum. Respect for the safety patrol as an organized group depends largely upon the balance existing between the development of patrol status and the prevention of undue authority on the part of the patrol as a group or of its members as individuals.

The student safety council

Exhibits 2, 3, and 4 depict the three plans or structures for a high school student safety council, the differences depending on the manner in which representatives are chosen:

- A representative from each homeroom and also each status organization in the building (Exhibit 2)
- A representative of each subject area and each status group (Exhibit 3)
- A representative from each class or grade and each status group (Exhibit 4)

The council organization should have broad enough representation within its membership to involve all students and faculty within the school either directly or indirectly.

HOMEROOM PLAN FOR A STUDENT SAFETY COUNCIL
IN A SECONDARY SCHOOL

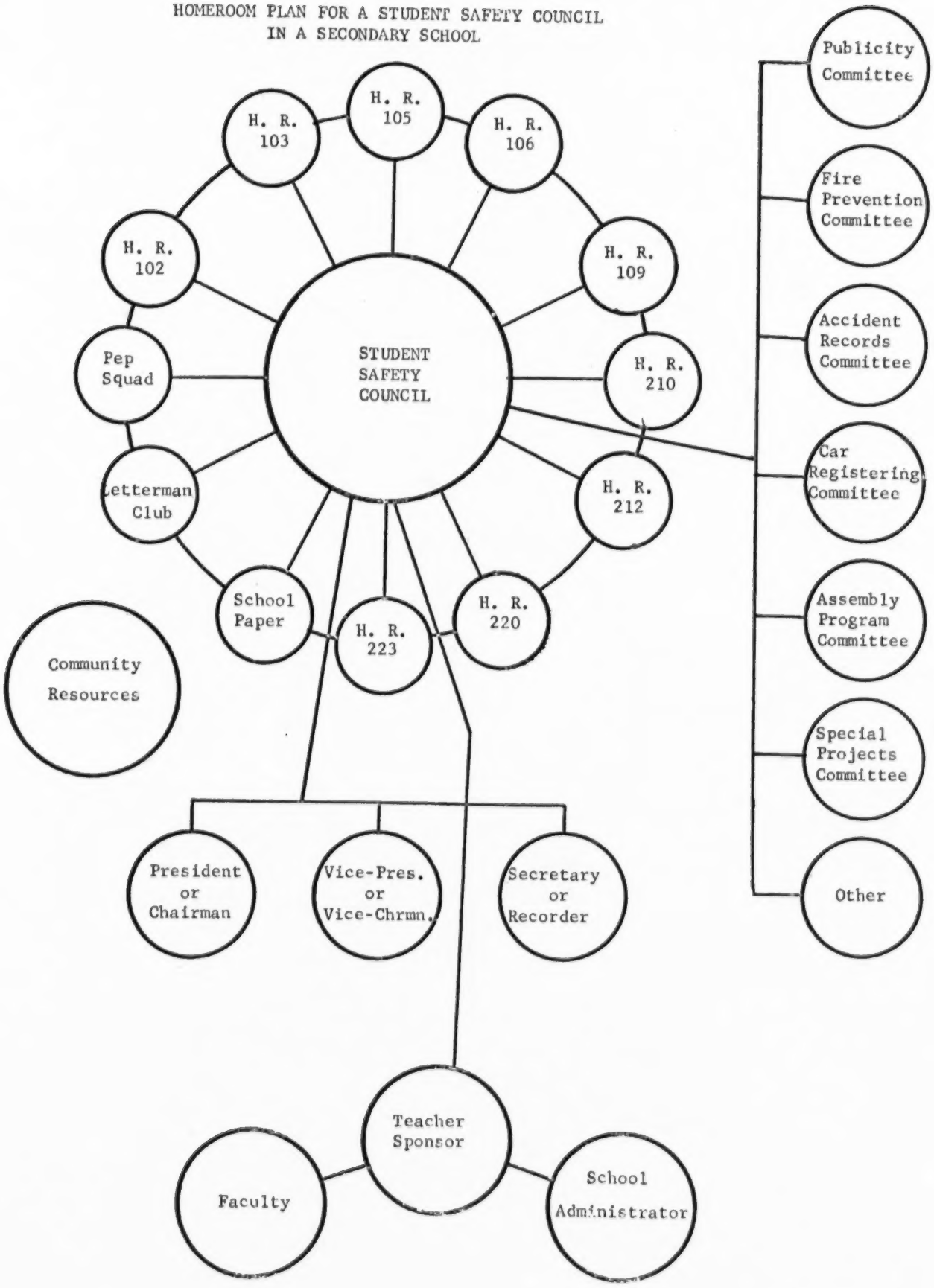


Exhibit 5

SUBJECT AREA PLAN FOR A STUDENT SAFETY COUNCIL

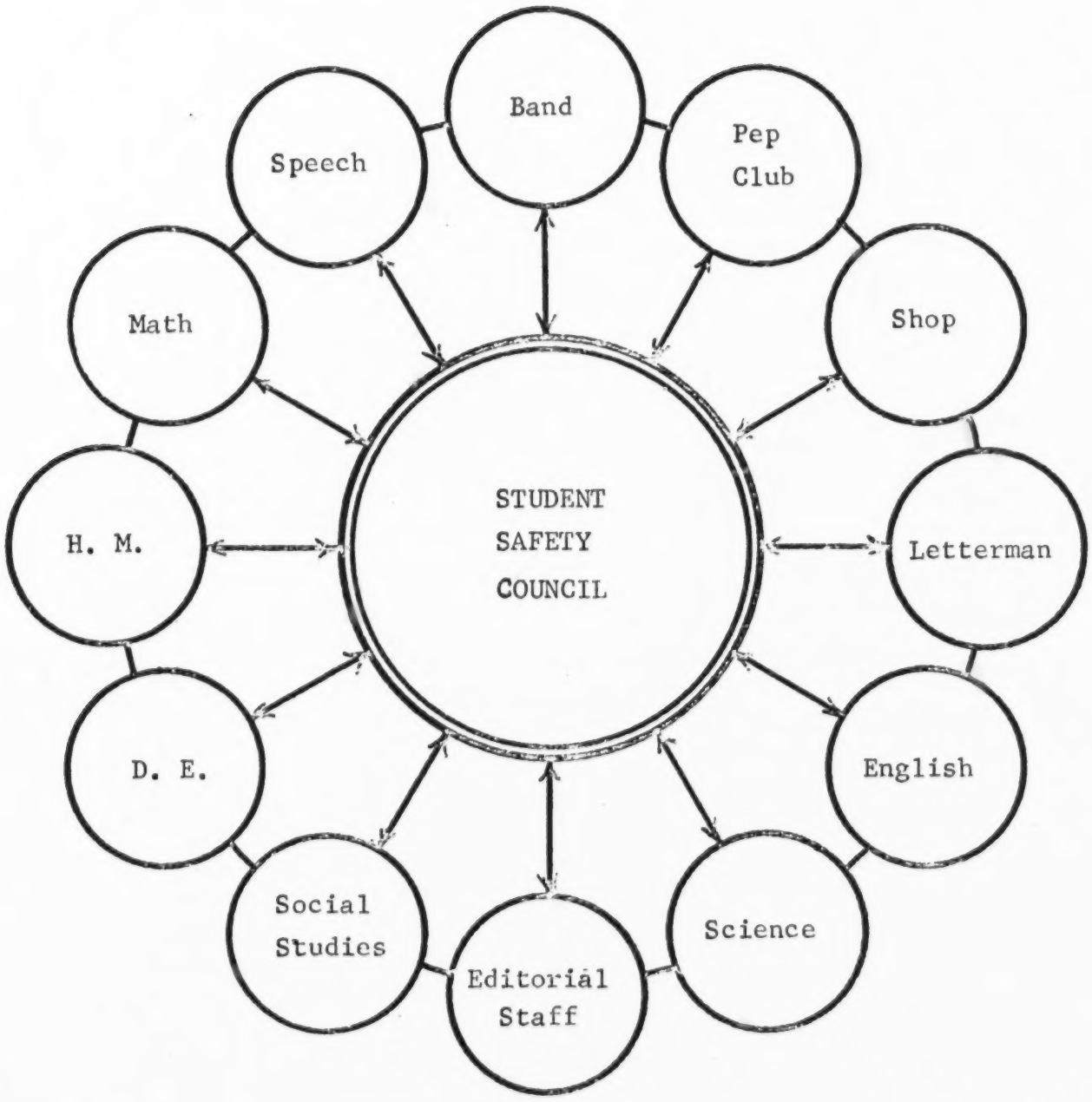


Exhibit 6

GRADE LEVEL ORGANIZATION PLAN

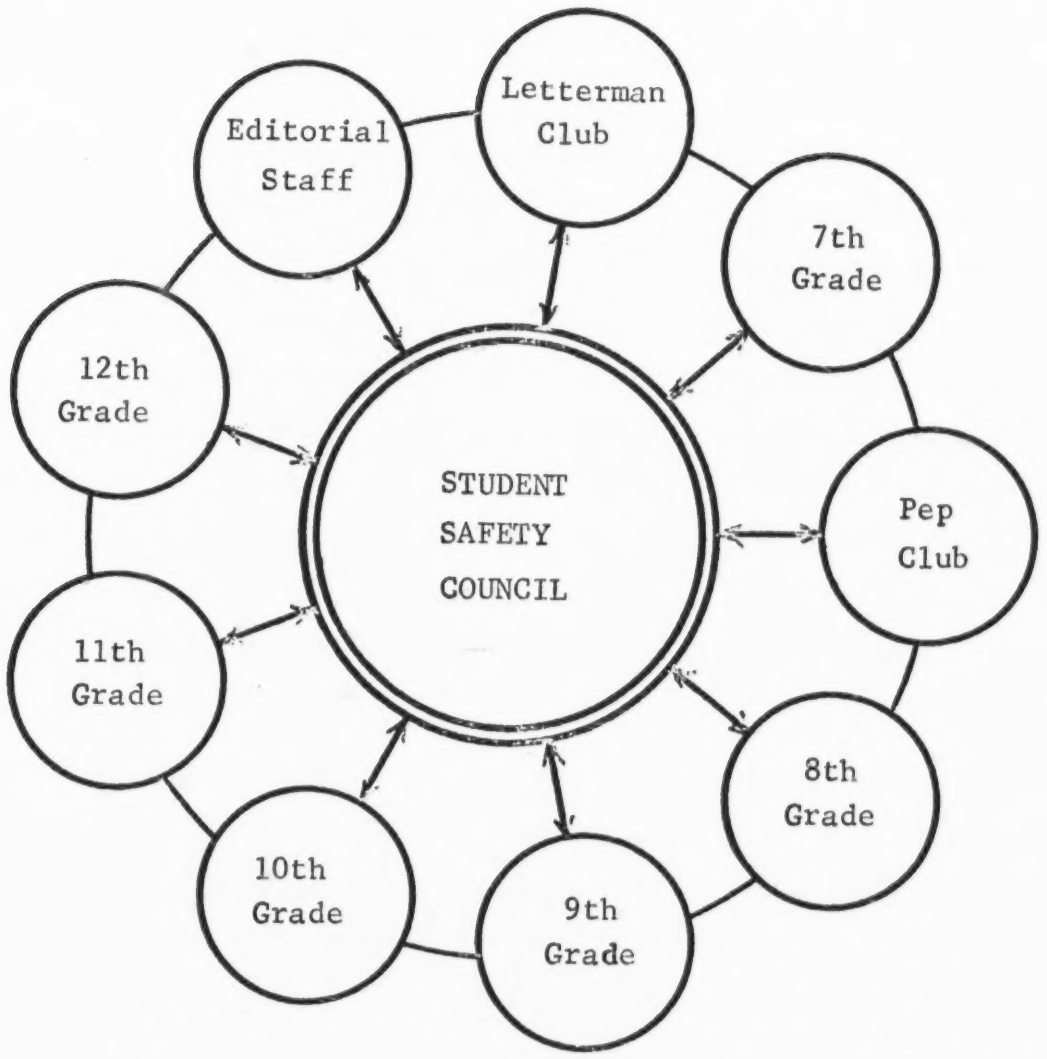


Exhibit 7

A high school student safety council

Exhibit 2 depicts a plan for a student safety council at the secondary level that provides, like the organization plan presented earlier for an elementary school, membership representation broad enough to involve all students in the school either directly or indirectly. Each homeroom in the school elects a representative, as do also each status organization (pep club, letterman's club, etc.). Communication is two-way, as it is between the elementary council and the student groups represented.

Other ways of structuring are (1) to have student representatives on the council represent the various subject areas or disciplines (English, science, social studies, mathematics, home making, etc.) or (2) to plan for grade level representation. In each case, the roster of council members should include representatives of status organizations. These two plans (see Exhibits 5 and 6) may be very well suited to the needs of senior or junior high schools of modest size, but two-way council-student body communications might be more difficult. Before deciding on the pattern for a particular school, it might be well for the principal, faculty, and a number of interested students first to determine the safety needs of their school and then to establish the kind of an organization that will best meet those needs.

Whatever the organizational pattern, the council should elect officers from its membership. Exhibit 5 suggests officers and also a number of working committees. Such committees have been tried and proven successful in secondary schools of Oklahoma City. Following are suggestions for ways committees can be helpful in promoting the safety program.

Publicity committee. This committee assumes responsibility for keeping the student body, school staff, patrons, and others informed of the purposes, activities, and projects of the safety council. This can be done in many ways--for example: the school paper, daily bulletin of the school, special bulletins, the public address system, local newspaper, radio, T.V., special assembly programs, and any other way that seems applicable to the purposes, activities, or projects participated in by the council.

Fire prevention committee. This committee can work with the school administrator in helping to work out and evaluate the fire-exit drill plan for the school. Its members can prepare and distribute materials and information that might be useful in fire prevention, fire protection, and fire control. This committee could present an assemply program on fire prevention for the school, or for community in general. In some of our schools, members have prepared and distributed fire prevention blanks that students can use in making an inspection of their homes. Another activity that has originated with this committee is a poster contest on fire safety--a project that involves the school's art department.

Accident report committee. Secondary students are sufficiently mature to institute and carry out an accident reporting system for their school. Committee members in our schools often prepare line graphs, bar graphs, pie charts, and other visual symbols. The statistics can be used to compare their school either with another school, or a group of schools, in the local system, county, state, or even the national level. Other ways of calling attention to the accident records can be found that will be useful. These accident records serve to show where emphasis should be placed in the school safety education program.

Car registration committee. The car registration committee develops and carries out the plan for having the cars registered that are driven to school by the students. This committee may also work out a plan for parking student cars.

Assembly program committee. This committee should plan and give at least one good safety assembly each school year. When planning a given program, the committee should have specific objectives in mind. The assembly should have value for the student body.

Special projects committee. This committee can sponsor any special project to promote safety in the school and community. Among the special projects carried on in Oklahoma City was BTAOTA (Back-the-Attack-on-Traffic-Accidents). This project, sponsored by the local paper, provided special awards for schools that attained, and maintained, good safety records. Many school systems throughout the nation have projects of this nature--in an estimated 700 communities and 7,000 schools, serving 6.5 million children.

A STUDENT SAFETY COMMITTEE FROM THE STUDENT COUNCIL

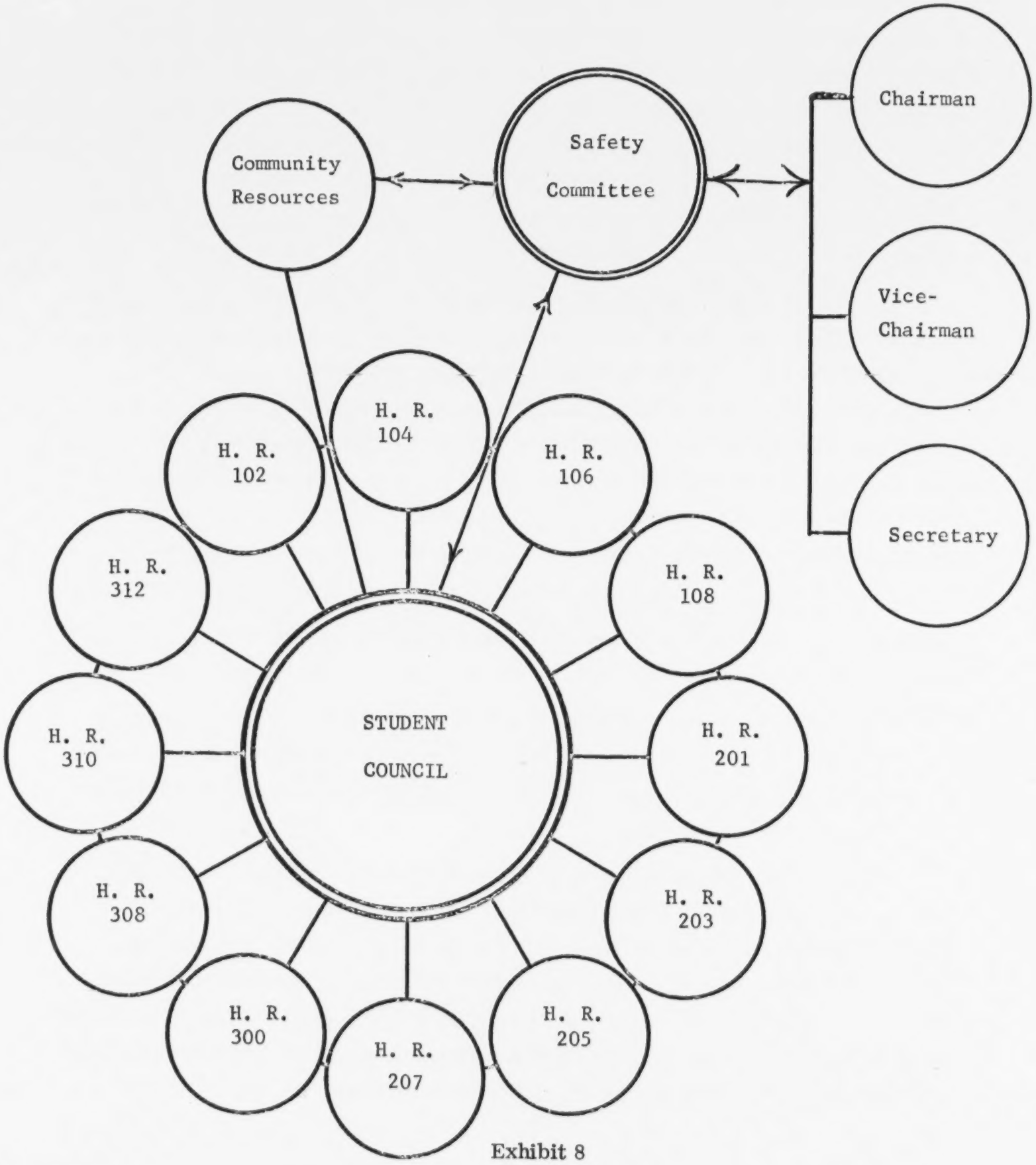


Exhibit 8

Other types of organization

Other types of safety organization have been found successful in some systems, some of which can be used to supplement rather than supplant the functions and activities of the school safety council--for example, a drivers' club.

Drivers' club. The purpose of a drivers' club should be to promote traffic safety everywhere--near and around the school, in the community, and on the highway. Criteria for membership vary. Generally membership is restricted to eligible drivers (i.e., students who hold drivers' licenses, and perhaps those taking driver education who may be licensed when they finish the course). However, other requirements for membership may be established, such as a keen interest in traffic safety and a willingness to assist in combating the traffic hazards that take such a toll of life and limb in our modern society.

A drivers' club should elect officers, should have a faculty sponsor, and meet regularly. Its members might work on some of the projects and activities listed for committees of the Student Safety Council.

A safety committee of the student council. Most high schools and many elementary schools have student councils. A safety committee can be one of the committees within this council. Such a committee usually has from five to nine members. The committee should elect officers (see Exhibit 8).

This committee must develop a plan of action for safety and submit it to the student council for their approval, rejection, or changes before further action can be taken. Once a decision has been reached on a plan for action, each member of the student council may contribute by reporting to the homeroom group he represents. He may also solicit the members of his homeroom group for their ideas and present information to the safety committee.

The safety committee should keep the student council informed of any and all activities. It may engage in the same kind of activities as committees of a student safety council.

Councils involving faculty and parents. In some school systems, a student-faculty council has been most helpful in meeting the safety needs of students and faculty members. Because it provides an opportunity for students and faculty to work together, a council so organized may provide for a more comprehensive approach to working together than can a safety council composed mainly of student representatives. Moreover, this type of council can supplement a student safety council or committee.

Another type of council is one the membership of which is comprised of students, faculty members, and parents--in approximately equal numbers. Such a council is an excellent plan for meeting the safety needs of the entire community. Student representatives have the responsibility of representing the student body of the school, the faculty members and school administration represent the faculty, and the parent representatives represent the parent group. This type of council should function as a two-way street. That is, each group represented on the council should be asked to make contributions to the work of this council. Likewise, the representatives to the council should keep the group they represent informed concerning the council's work. One of the best ways to initiate a student-faculty-parent safety council is to conduct a survey of the safety needs of the community. From the information gained through the survey, plans can be developed for improving conditions in the community. Some committees may need to be appointed by the chairman. Progress reports should be made to the committees at the regular meeting.

Providing a Systemwide Program

To this juncture, we have dealt with safety education primarily in the individual school. Since what happens there will spell the difference between a successful or unsuccessful program, that approach is very appropriate. However, to provide coordination among the various schools and to ensure that the program consists of more than bits and pieces, the school administration needs to provide direction, supervision, and assistance on a districtwide basis.

Responsibilities of the superintendent

As the chief school officer, the superintendent is responsible for all aspects of safety. He can delegate much of the responsibility to others--the director of safety education, principals, teachers, and others. But he must provide leadership by the following:

- Assuring that his school district has a comprehensive program that functions on a system-wide basis.
- Providing leadership within the schools and the community.
- Appointing administrative and supervisory personnel to carry out various aspects of the program (If the school is not large enough for a director of safety education, he can appoint a committee to provide for districtwide coordination).
- Keeping informed concerning safety and bringing matters on which safety policies are needed to the attention of the board.

A plan for districtwide administration

One of the best ways of indicating the job to be done is to give a job description for the man responsible. Exhibit 9 gives job specifications for the director of safety education in Oklahoma City, a position that has been held by the current incumbent for 23 years. Note that this individual is an upper-level school administrator who reports directly to the superintendent of schools and that the job description spells out in detail his relationships with other staff members.

Oklahoma City Public Schools

JOB SPECIFICATIONS FOR A DIRECTOR OF SAFETY EDUCATION

The Director of Safety Education is the administrative head of this division. He is directly responsible to the Superintendent of Schools. However, he works closely with the Directors of Elementary and Secondary Education, the General Curriculum Director, the Director of Instructional Supervision, the Engineering Department, the Building and Grounds Department, and the Custodial Department to coordinate safety activities so that they will be consistent with decisions made and carried out by the entire Instructional Department.

The activities of the Department of Safety Education comprise the following areas:

1. Safety curriculum and instruction in safety education.
2. Administrative and supervisory policies and procedures in safety practices.
3. Cooperation with community organizations and agencies in matters pertaining to safety education.

Safety Curriculum and Instruction in Safety Education

The development of curriculum and the supervision of instruction in safety education wherever safety is appropriate to the objectives of the school, either by direct instruction or through the integrated process, is a major function of the Department of Safety Education. The instructional program involves planning with teachers and administrators for adequate integration of accident prevention into various instructional programs to encompass the following safety areas:

1. School buildings and grounds
2. Fire, fireworks, firearms
3. Water, boating, swimming
4. Pedestrian, bicycle, two-wheeled vehicle
5. Driver education
6. Recreation and first aid
7. Hiking, camping, holidays, kite flying
8. Home, farm, tornado
9. Industrial
10. Other areas where accidents might occur

Specific activities include:

1. Organizing a comprehensive bicycle safety education program including registration and inspection.
2. Organizing and supervising the safety patrol activities.
3. Determining the course content and supervising the instruction in driver education courses; procuring equipment for use in the program.
4. Serving as consultant for student organizations interested in safety councils, etc.
5. Serving as consultant for teacher groups; organizing teacher committees to evaluate safety materials, such as films, posters, texts, etc.

Exhibit 9

Specific activities include: (continued)

6. Providing supplementary materials on safety for use in the schools.
7. Presenting safety programs on the educational television channels.

Administrative Policies and Procedures in Safety Practices

The implementation of safety policies and procedures is the administrative responsibility of the school. The coordination of the procedures in the responsibility of the Department of Safety Education includes:

1. Adopting basic procedures for conducting fire exit and security drills; assistance to schools in organizing and improving exit and security drill procedures.
2. Adoption of procedures for reporting and handling accidents and injuries. (This would include taking necessary steps to prevent future accidents.)
3. Making periodic inspection of all school buildings and equipment for possible hazards.
4. Assisting city officials, school personnel, P.T.A., and other community groups in providing crossing protection enroute to and from school.
5. Arranging traffic protection at special school functions, such as children's concerts, school entertainments in the evening, etc.
6. Supervising transportation facilities for the schools. (This includes the district-owned buses; the contract buses used for legal transfer and special education students.) Supervisory duties include:
   a. Establishing routes.
   b. Screening driver applicants.
   c. Serving as liaison between the City Transportation Company and the Oklahoma City Public Schools.
   d. Maintaining buses that are district owned.

Cooperation with Community Agencies and Organizations

The development and improvement of safety practices depend upon the cooperative efforts of the schools, agencies, and organizations within the community, such as the Police and Fire Departments, the Chamber of Commerce and the Junior Chamber of Commerce, Insurance Agents of Oklahoma City, Safety Engineers, Parent-Teacher Association groups, Car Dealers, and many others.

Specific responsibilities of the Division of Safety include:

1. Representing the schools in such state and local groups as the Governor's Safety Conference; Safety, Traffic, and Fire Prevention Committees of the Chamber of Commerce; Oklahoma City Safety Council; etc.
2. Representing the schools in such national groups as the National Safety Council, the National Commission on Safety Education, etc.
3. Cooperating with the Accident Prevention Department of the Association of Casualty and Surety Companies, American Automobile Association, National Fire Protection Association, etc.
4. Acting as liaison officer between parochial and public schools on cooperative safety measures and projects.

Exhibit 9 (continued)

Exhibit 10 is a diagramatic chart depicting the districtwide program. The pentagon in the center of the chart indicates the extent of involvement of the school and community. Some aspects of this chart have already been discussed such as the scope of education curriculum. Citywide committees of elementary teachers, of secondary teachers, of sponsors of school safety organizations, of representatives from student safety organizations, and the like can be patterned after any other citywide group. Such committees make a great contribution to the total program by assisting in districtwide coordination--as well as providing an avenue for sharing ideas.

Nothing has been said about inservice training or materials and equipment, neither of which is neglected. The instructional materials provided to the various schools are varied and numerous. One very effective technique that has been used is a series of ETV programs patterned along the lines of the College Bowl. Three youngsters from one junior high meet a team from another, and senior highs compete in the same fashion. Tapes of this program, which has been going on for 7 years, are much in demand.

Safety policies, practices, and procedures are a must for a districtwide program. Many schools have handbooks on "Safety Policies and Practices," the coverage of which varies greatly. The school system planning a good safety education program will put all pertinent matters in writing in its handbook.

ORGANIZATIONAL PLAN FOR A SCHOOL SAFETY PROGRAM

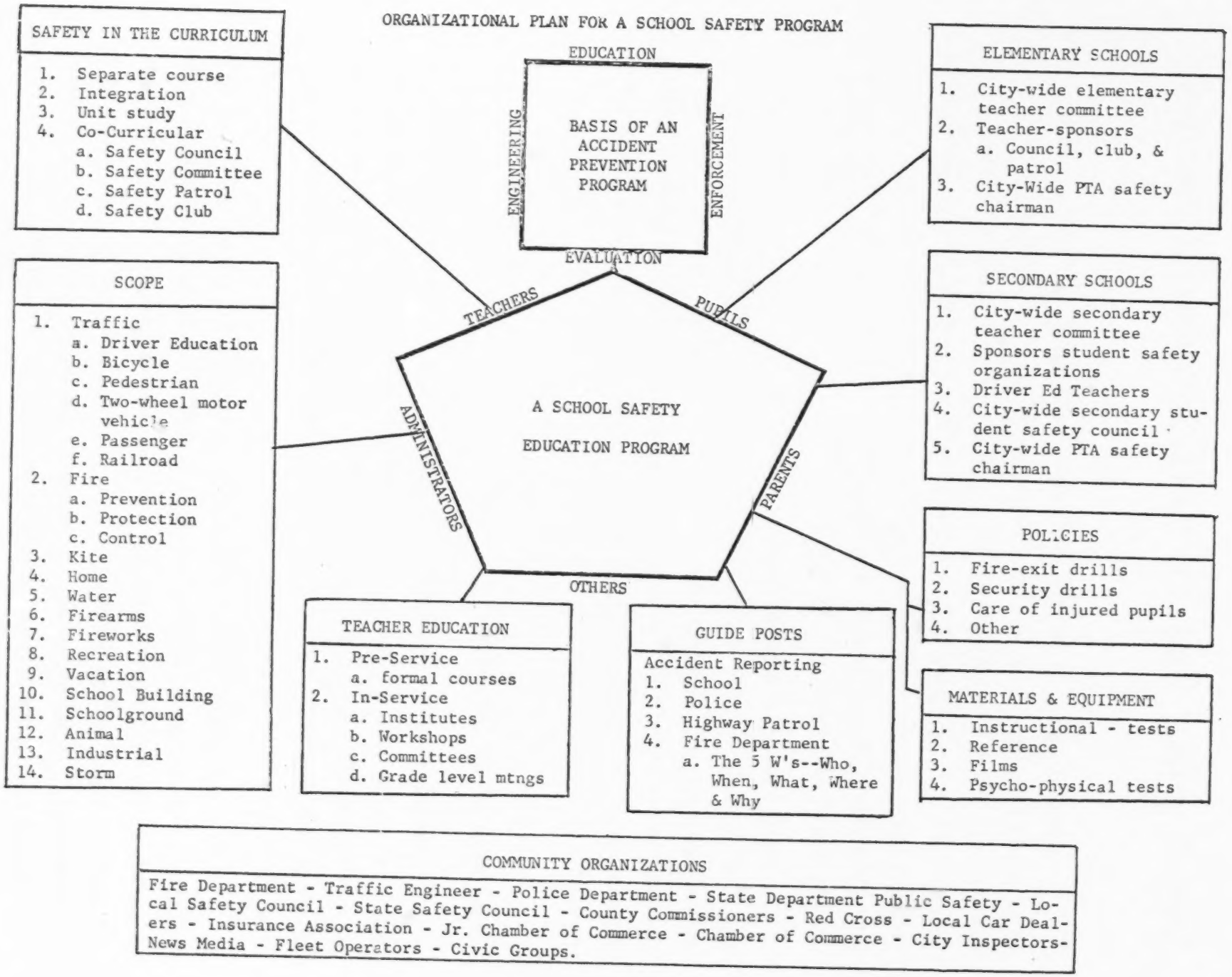


Exhibit 10

Developing Safety Policies and Practices

Administrators in the school system setting out to develop policies, practices, and procedures concerning safety--or to revise what the system already has--should bear in mind the difference between a policy and a practice or procedure. Strictly speaking policies are statements adopted by the board of education. Once approved by the board, they become "the law" of the district, and it is up to the school administration to assure that practices and procedures are developed for implementing the policy.

Policy statements are usually very brief--for example: "The Fire Prevention Code of . . . requires that a minimum of . . . exit fire drills be held in each school annually (give citation). Fire exit drills should be conducted not only to secure the orderly and rapid evacuation of the building but also to teach self-control." Directions for the conduct of such drills are usually lengthy (see Exhibit C in the Appendix and Exhibit D for the report required in Oklahoma City).

Who should be involved

Though policies require board approval and practices and procedures the approval of the school administration, school personnel should be deeply involved in developing all policies and practices that affect them. Those who develop such policies and practices should keep in mind the welfare and protection of students and of all members of the school staff.

In large school systems, it is not possible for all staff members to participate in policy making for the school. However, provisions should be made which will allow representatives from the various school groups such as: (1) grade level, (2) subject area, (3) administrative, (4) students (secondary), (5) counselors, (6) custodial, (7) maintenance, (8) cafeteria persons, and (9) others to share in developing the safety policies and practices for the school district. Since such a representational group is likely to be very large, it might be wise for them to form a committee to do the actual work of writing and recording safety policies and practices. The work of this committee should, of course, be referred to the larger participating group.

In developing some policies and practices, it may be necessary to involve some branches of city government, as well as other community organizations and agencies. Some school safety policies and practices may require assistance from such organizations to implement them. For example: in Oklahoma City, the local fire department and local police department share responsibility with the school administrators when calls are received that a bomb has been planted in a schoolbuilding.

Once the safety policies and practices have been developed and agreed upon, each participant of each particular group may wish to present them to the group for additions, deletions, or changes and then report back to the policy committee. Once this has been done and the additional ideas have been added or deleted, the committee should present them to the top school administration for review and consideration. The purposes and objectives of the safety policies and practices, and also the names of persons and groups that participated in its development, should be submitted. A request for approval, disapproval, or approval with corrections should be asked for.

The remainder of this section discusses some of the matters on which school systems need to formulate and record policies and practices. The material presented is based on the Oklahoma City's "Safety Policies and Practices" handbook.

Accidents to students and employees--reporting of

Accidents to students and employees are to be reported on a "round the clock" basis--24 hours a day, seven days a week. Special attention should be given to the need for reporting all accidents involving athletes both in practice and during scheduled competition.

Accidents fall into two classifications: "reportable" and "recordable."[1] Reportable accidents include school-jurisdiction accidents that occur to pupils

---

[1]Student Accident and Injury Reporting Guidebook, School and College Division, National Safety Council.

and employees in schoolbuildings, on school grounds, as they go to and from school, and during school-sponsored activities away from school property. An accident is reportable if a student or staff member is involved in an accident that results in (1) injury , or (2) damage to school property. Any nonschool jurisdictional accident is reportable if it results in (a) lost time of one-half day or more, or (b) restricted activity one-half day or more on nonschool time.

In case of serious injury to a student or employee, the principal or a representative he designates shall notify the Director of Safety Education or other central office representative by phone giving full particulars of the accident. A written report on the regular form should follow in the next school mail (see Exhibit E in the Appendix). Accident reports are to be made in duplicate on the same day the accident occurs. One copy sent to the central office and the other one filed in the office of the school principal.

In schools where there are no accidents during the month to pupils or school personnel, the principal writes "No accidents this month" on a blank form, signs it and sends it to the central office. This way the school can be counted as having reported for the month.

Building principal's responsibility

The building principal has the responsibility for making sure that each staff member under his jurisdiction knows and understands the provisions of the policies and practices. Perhaps this can be done to a decided advantage during the orientation periods just prior to the opening of a new school year. A follow-up should be made from time to time to make sure all staff members are knowledgeable about them. Some school administrators find it advisable to use a portion of several staff meetings for this purpose. Good communications among school staff are most essential in this area if the objectives are to be achieved.

Christmas trees

It is permissible to use Christmas Trees in school buildings provided the following conditions have been met:

a. the base of the tree has been cut at an angle of 45° or more.
b. the base of the tree is placed in water or wet sand while it is in use.
c. the tree is located in such a way that exits from rooms or buildings are not obstructed.
d. only electrical equipment bearing the seal of approval of the Underwriters' Laboratories should be used.
e. electric lights on trees be disconnected when not in use.
f. crepe paper and cedar limbs from other trees not be used.
g. all Christmas trees and other decorations are to be taken from the building the day school is dismissed for the Christmas holidays.

Driver education

Driver Education is under the direction of the Director of Safety Education. Behind-the-wheel instruction is offered to students 15 1/2 years of age or of sophomore standing or above. It is a one-semester course and carries one credit toward graduation.

Before a student is permitted to take behind-the-wheel instruction, he must have the permission of a parent or guardian (Exhibit F in the Appendix explains the program to parents and includes the form to be signed).

Student requirements for securing an instruction permit. In order to bring about more uniformity in the high school driver education program, the following regulations have been adopted by the Driver Education Teachers Association in the Oklahoma City Public Schools.

Step one Each student is to be in attendance in class for a minimum of six weeks before receiving the application form for an "instruction permit."

Each student must have received the vision test during this first six weeks of the course.

Students enrolled in the summer driver education program must be in attendance two weeks and have taken the vision test before receiving the application form for an "instruction permit".

Step two The "Student Information Sheet" must have been completed and turned in to the driver education teacher.

A list of names of licensed drivers who will be riding with the student after he or she has received the instruction permit is to be filed with the instructor.

Each student must pass a written test which has been designed for this purpose. (These tests may be obtained from the Safety Education Office.)

Each student must be qualified to make a smooth start and a smooth stop in both forward and reverse gear.

Each student must be able to do the straight line exercise with a degree of proficiency.

Student must show ability to make left and right turns with some degree of proficiency.

Step three If desired, the written test used by the State Driver Licensing Department may be given after students have received the instruction permit.

Completion card for driver education students. Students making a "C" grade or better in high school driver education will receive a card, "Certificate of Completion." This card may be presented to the insurance company for discount purposes. Other forms are not to be used for this purpose.

Driver education car. Automobiles assigned to a high school to be used in the driver education program shall be used ONLY for this purpose. The teacher must be present at all times when the driver education car is being driven by a student.

Storage of driver education car. If storage space is available in the school plant, the driver education car shall be garaged at the school; if storage space is not available at the school, special arrangements shall be made with the Safety Education Department for garaging.

Accident involving driver education car. If a driver education car is involved in an accident, the driver education teacher should observe the legal requirements and then call the Safety Education Department and give a detailed report of the accident. Teachers should not discuss the accident with anyone except an officer of the law.

Gasoline for driver education cars. Gasoline for the driver education cars will be obtained from the Board of Education pump located at 228 East California. Cars should be serviced before 4:00 P. M. Each driver education teacher will take his own car to the pump for service. The record form must be completed by the teacher. Only cars with driver education identification will be serviced.

Car repair and inspection. One thousand mile checkups and inspection of driver education cars are to be made at the owner's place of business. Any other item of expense for the driver education cars must be approved by the Safety Education Department before the work is done. All expenditures for driver education must be accompanied by a work request and an invoice and signed by the instructor.

Motor vehicles--use of, by pupils

A pupil who drives a motor vehicle to and from school must have a valid operator's license.

Schools shall discourage the use of motor vehicles during the school day. The school may prohibit the driving of motor vehicles and the sitting and visiting in parked cars during school hours including the lunch period. Each school shall designate the areas to be used for pupil parking and provide the necessary controls.

Registration and windshield stickers. Pupils who drive motor vehicles to and from school must register their vehicles in the school office on form provided for this purpose (see Exhibit I in the Appendix). The signature of the parent is required on the registration card.

Windshield stickers shall be used for identification of the registered cars. Stickers are good for one school year only. Cars must be registered at the beginning of each school year. Stickers of different colors will be provided by the Department of Safety Education.

Excursions or field trips. Staff members may take pupils on educational excursions or field trips providing the following provisions are met:

a. that contacts have been made in advance with representatives of the place being visited.

b. that each pupil participating in an excursion, contest, festival, or tournament, under the sponsorship of the school shall secure the parent's written permission and place it on file in the principal's office previous to the time the excursion or field trip is taken (see Exhibit G in the Appendix).

First aid. First aid is the immediate care given to an injured or sick person until the services of a physician can be obtained. The following provisions apply to first aid:

a. Pupils are not to render First aid to themselves or other pupils.
b. Persons designated the responsibility for giving First aid treatment must be qualified in First aid.

Injuries to pupils

General procedures to be followed in caring for pupils injured while at school are as follows:

Principal's responsibility. The principal or designated staff representative is responsible for developing a program of accident prevention and for the treatment of injuries that occur to pupils in the school. The principal or a designated staff representative is also responsible for taking necessary action in case of serious injury to a pupil. A teacher or teachers should be in charge of pupils on the schoolground at all times during the day. In case of accident, serious or otherwise, the teacher in charge of the playground or the room teacher in case of accident in the classroom or halls, should take charge immediately and contact the principal or the school nurse.

Minor injuries. It is the responsibility of the teacher in charge to take the injured child to the office or clinic where the nurse, the principal, or the teacher designated to assume that duty should administer First aid or any other care that is needed to prevent bleeding or further injury. Only the nurse, the principal, or person designated by him should attempt to treat injuries to pupils or staff.

If in case of injury a pupil is to be dismissed as a precautionary measure, the parent should be notified to come to the school after him; or, the pupils should be accompanied home by some responsible school representative (adult).

Serious injuries. In case of serious accident when it is deemed unwise to move the injured person, the teacher in charge should be responsible for bringing the principal or nurse to the scene of the accident.

The nurse, the principal, or designated person should administer First aid and determine what action to take next.

The parents of the child should be notified immediately. If the parents cannot be located, the family physician should be called. Each family should give the school the name of the doctor to be called in cases of emergency. This information should be kept in the principal's office. In case none of these persons can be reached, the principal should take any steps necessary for the protection and treatment of the injured person.

In case of accidents requiring immediate attention, the child should be taken to the emergency room of the nearest hospital, by ambulance if needed, and the parent notified immediately of the action.

Emergency care shall be rendered only to pupils who are injured while at school.

In requesting an ambulance to come to a school, call the dispatcher, 232-4121, at the Oklahoma City Police Department and make the request.

Interviews with police officers and others

Law enforcement officers may interview pupils or hold conferences with them in the presence of the principal or his designated representative. Such officer or officers must report to the principal's office and present his credentials before interviewing pupils. Parents should be notified of the interview.

Removal of a pupil from the school by police or juvenile officers. When law enforcement officers with proper credentials desire to remove a child from the school building, as when making an arrest, such officer and principal must notify parents. Officer must complete the standard form in principal's office by giving name, reason for removal from school, where pupil will be taken, hour of day, and date (see Exhibit H in the Appendix).

Other interviews. Any person representing an organization which seeks an interview with pupils for any reason must present the official credentials of the organization he represents and secure permission from the principal in all cases.

Estranged parents. Parental custody is usually limited by law to one parent or guardian. A pupil may not be interviewed by an estranged parent except in the presence of the principal and with the consent of the legal parent or guardian.

Molestation of children

Conditions within a school district and its environs may be such as to impose upon the administration and staff of a school the responsibility of alerting children, particularly very young children, against attempts at molestation by strangers, vicious, and/or ill persons.

The decision to initiate the program of instruction against dangers of this kind is the responsibility of the principal of the school. He should select, limit, and control the content of the program and define the method of presenting this precautionary guidance to pupils. Teachers must exercise prudence and tact in teaching caution in this area of safety education to exclude groundless or exaggerated fear and alarm in children.

The principal should advise parents of the potentiality of this type of danger and remind them of the cautions to be exercised in obviating child molestation.

Site location and location of the building on site

Several safety factors should be considered in the location of the school site:

- The site should be away from heavy arterial streets. If there is more than one school in the school system, the boundary lines should be the heavy arterial streets, thus avoiding the necessity for children to cross such streets.
- Layout of streets around the school is another important factor to consider. There should be at least two streets leading to and away from the school site.

- The site should be selected away from railroads and industries to avoid the necessity of crossing tracks and the noise factor.
- Drainage should be another consideration. If schoolgrounds are to be utilized to the fullest extent, grounds must be kept free of standing water.

Location of building on the site. In order to encourage pupils to observe the best pedestrian safety practices, the building should be located in one corner of the site. Sidewalks should be so located that they lead from the exits of the building to the intersection. Pupils enroute to and from school should be taught to cross these streets at the corner.

There are other advantages in the corner of the site. Playground space can be better utilized since the larger area allows for expanded playgroung activities such as running games, blacktop areas for all-weather play, and playground equipment. Teachers supervising on the playground can do a better job of meeting the safety needs of children, and fewer teachers are needed to supervise.

Further, if the site is rectangular in shape, the building can be situated to provide for a properly located and well designed loading zone or pick-up drive, which will both increase the safety of all children and also expedite traffic.

Pick-up drives

Between 70 and 75 percent of the nation's medium-sized cities have an ordinance that makes it illegal to park or stand a car adjacent to school grounds. If the site is rectangular in shape, the building can be placed in such a way as to avoid parking of cars adjacent to the school grounds. As illustrated in Exhibit 11, a building

- Facing east should be placed on the northeast corner of the site
- Facing south should be placed on the southeast corner
- Facing west should be placed on the southwest corner
- Facing north should be placed on the northwest corner.

Exhibit 12 is a safety traffic bulletin prepared for one school in Oklahoma City, depicting the pick-up traffic plan. Note that this chart

- Indicates entrance and exit and the flow of traffic when entering or leaving the drive.
- Has two lanes for traffic--a "pick-up lane" and a "passing lane." When a driver has picked up or discharged passengers, he can move into the passing lane (same as moving from a parallel parked position), thus allowing space for drivers waiting outside the drive to move in. The intention here is that when a space is vacated, all cars will move ahead.
- Indicates that children leave or enter the car on the side opposite the driver. The right-hand side of the pick-up lane is curbed (this serves to give direction to car traffic), and a sidewalk is adjacent to the curb. This makes it possible for children to get into the car from the sidewalk and to get out of the car onto the sidewalk. Drivers are expected to locate their cars as close to the curb as possible when loading and discharging passengers.

Exhibit 13 is a diagram of a "U" shaped pick-up arrangement that can be used when a street dead-ends into the schoolground. Both this design and that depicted in Exhibit 12 provide space for off-street faculty parking. Providing such parking for staff members lessens, to some degree, congestion on streets adjacent to the school and offers better protection for the cars of staff members.

A pick-up drive should always have an island between the drive and the street so that any child who might cross the drive is on an island before he enters the street. (They have been told to cross streets only on crosswalks or at the corner, but the island offers some protection for the impulsive little chap who sees his mother across the street.) To insure additional safety here, a low cyclone fence can be installed on the island. When a fence is used, at least 12 inches of space should be left between the bottom of the fence and the surface of the ground. This will prevent debris from collecting along the fence. The bulletin reproduced as Exhibit 12 was prepared cooperatively by a safety committee. Copies of such plans are made and sent to all persons who will be using them. In elementary schools, they are given to pupils to take home.

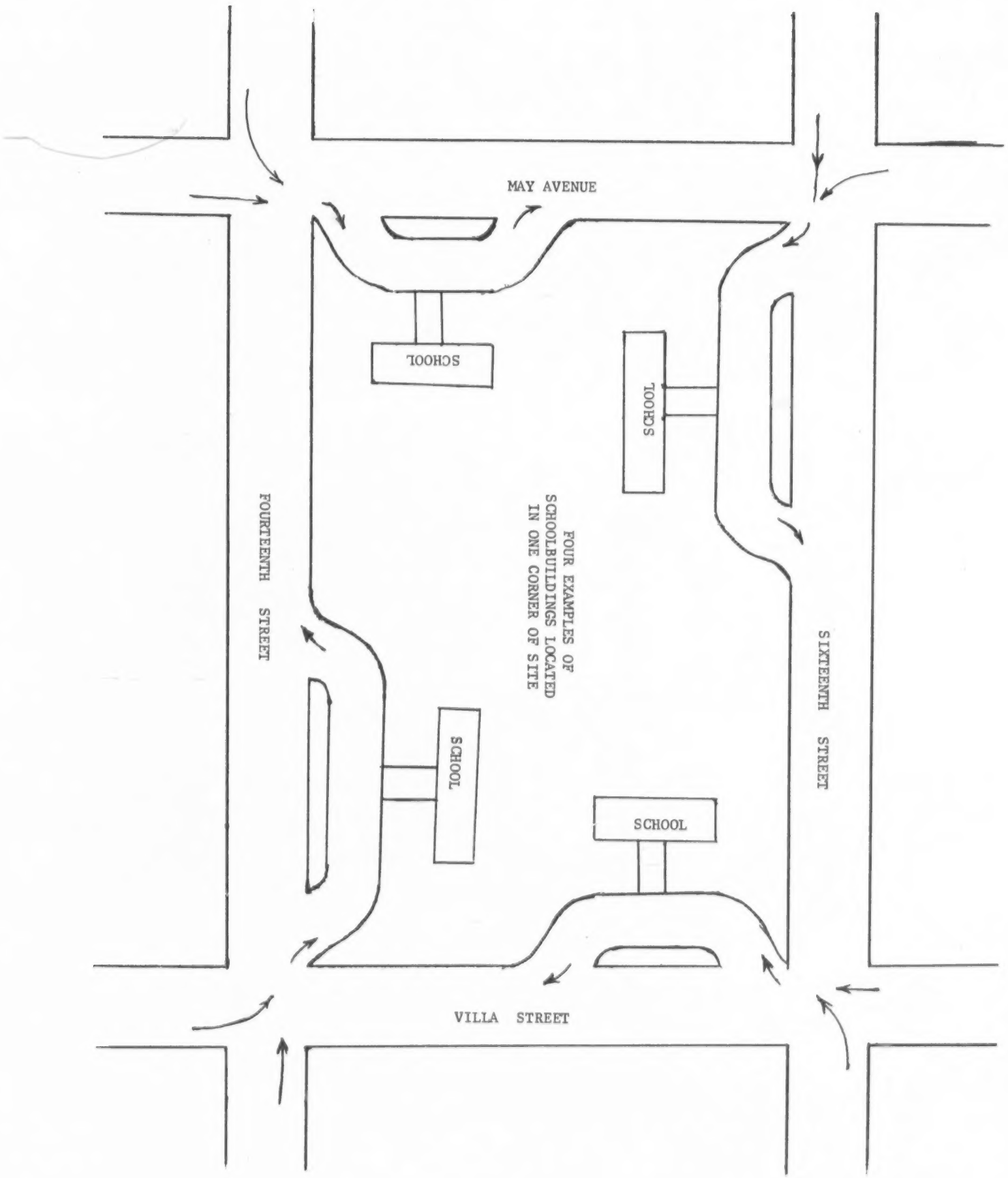
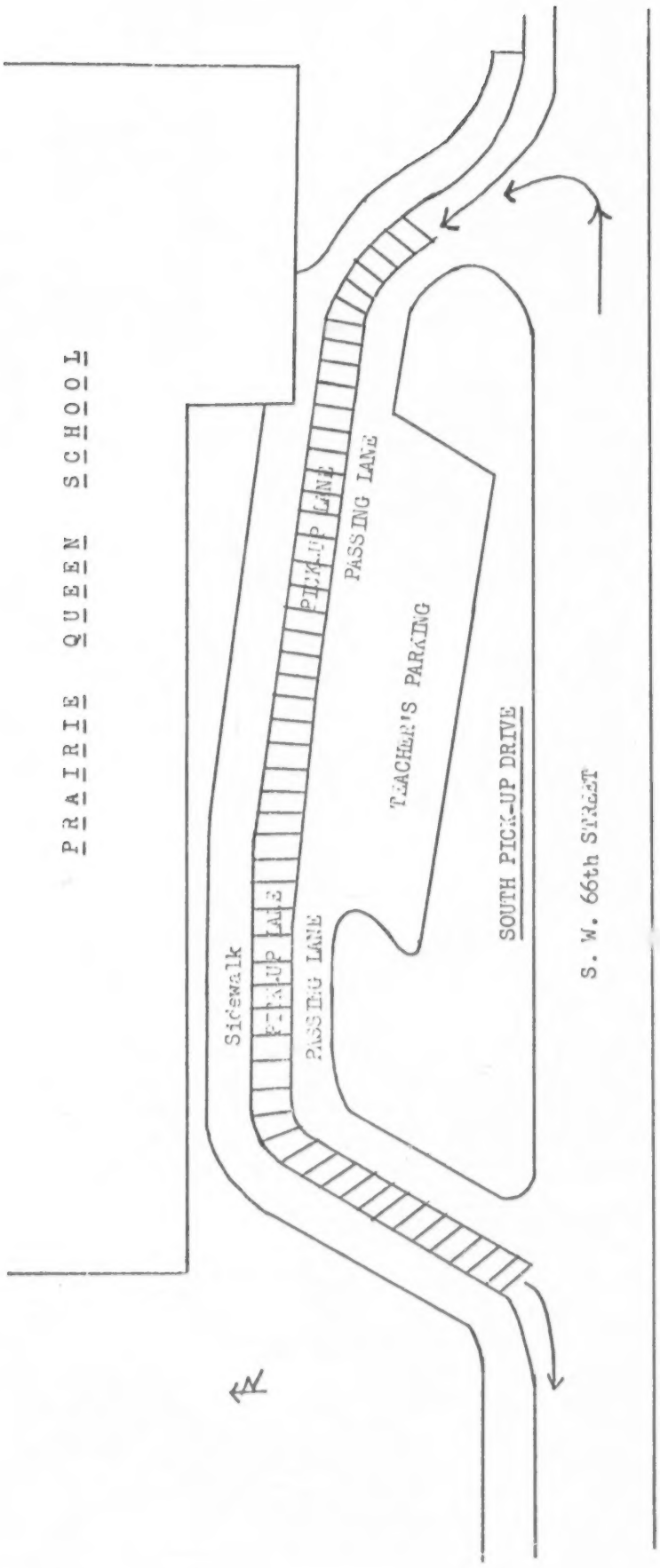

MAY AVENUE
SCHOOL
SCHOOL
FOURTEENTH STREET
FOUR EXAMPLES OF SCHOOLBUILDINGS LOCATED IN ONE CORNER OF SITE
SCHOOL
SCHOOL
SIXTEENTH STREET
VILLA STREET

Exhibit 11



OKLAHOMA CITY PUBLIC SCHOOLS
Division of Instruction
Safety Education Department

TRAFFIC SAFETY BULLETIN

TO: Patrons of Prairie Queen

FROM: Prairie Queen Safety Committee

SUBJECT: Protection for SCHOOL CHILDREN
Going to and From School

Parents living south and west from the school should use the South Pick-up Drive.

1. Enter the pick-up drive at the ENTRANCE sign.
2. Drive as far as possible into the pick-up drive so that other cars can get into the drive.
3. Keep the car in the pick-up lane and as close to the sidewalk as possible when picking up or discharging children.
4. Use the passing lane only for passing NOT for loading or unloading.
5. Make a right turn upon leaving the pick-up drive.

SAFETY COMMITTEE

Mrs. Ed Kimmel--------PTA Safety Chairman
Mrs. Glover-----------PTA President
Mr. R. C. Crews-------Principal
Mr. Joe Crumley-------Safety Representative
Mr. Jim Robinson------Director Traffic Contro
Captain Jim Perdue----Okla. City Police Dept.
Dr. Lonnie Gilliland--Director Safety Ed
Oklahoma City Public Schools

Exhibit 11

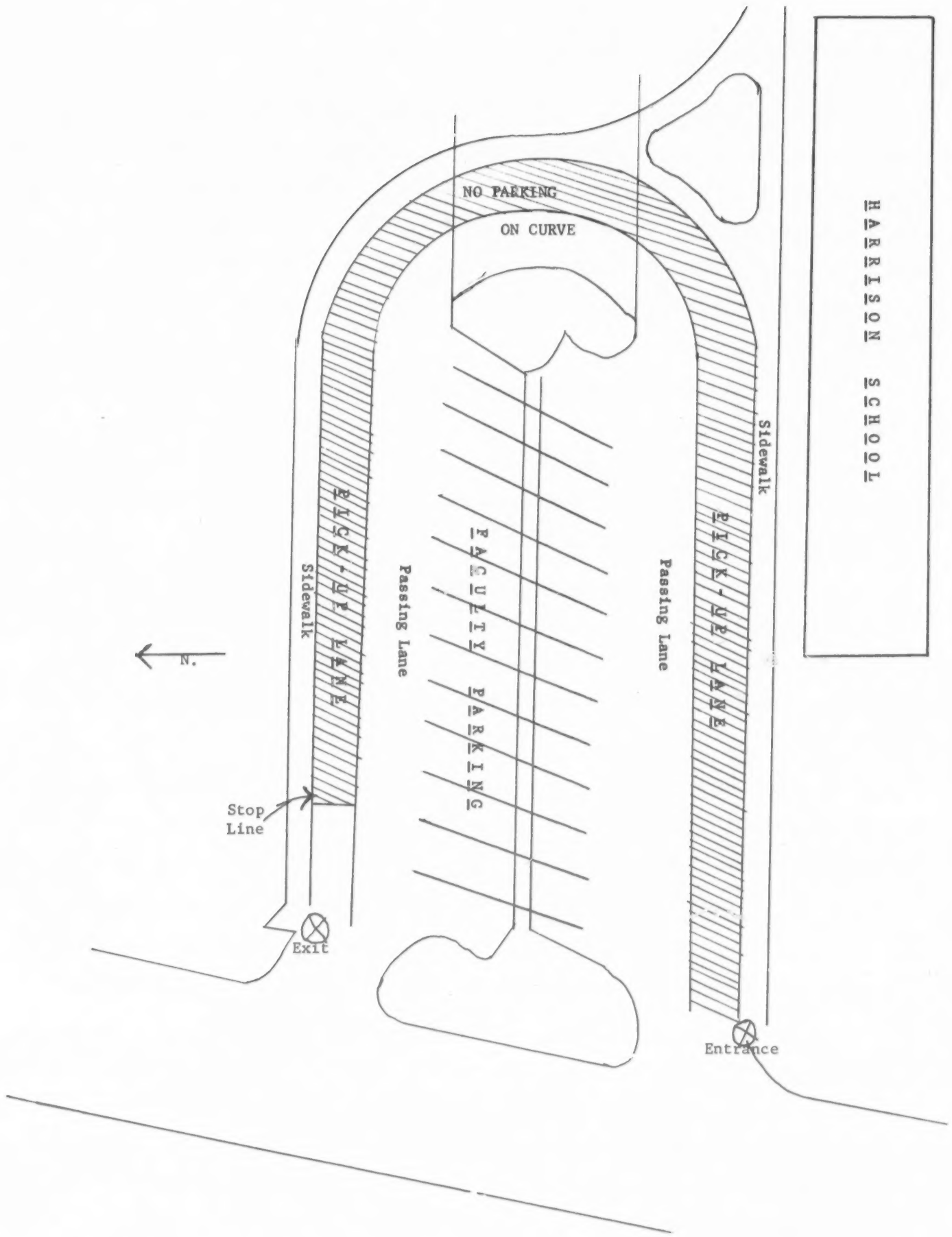

HARRISON SCHOOL
NO PARKING
ON CURVE
Sidewalk
PICK-UP LANE
Passing Lane
FACULTY PARKING
Passing Lane
PICK-UP LANE
Sidewalk
N.
Stop Line
Exit
Entrance

Exhibit 13

Crossing protection

Crossing protection for children enroute to and from school is the responsibility of the Oklahoma City Police, the Office of Traffic Control, and the Office of Safety Education. The standards suggested in the Uniform Traffic Control Manual are adhered to rigidly. Pedestrian crossing protection is located in such a way as to accomodate the largest number of pupils. In some circumstances, this has made it necessary for pupils to walk an additional distance to use the protection provided for their use.

At the individual school, the principal or teacher safety representative is responsible for keeping an eye on crossing traffic controls. If additional signs, signals, marking, etc. are needed, that person should make the request through the Safety Education Office of the school. Crossing protection consists of crossing guards, signs, markings, and signals.

Crossing guards. This may be any, some, or all of the following: (1) Adult Crossing Guards, (2) Regular Police, (3) Safety Patrol. The Oklahoma City Police Department employs adult crossing guards (men and women) to work hazardous crossings. Our city, like many others, has found that women crossing guards usually do a better job than do retired and elderly men.

We also use members of the school safety patrol as crossing guards, as already described. In our city these students are limited to working street crossings adjacent to the school.

Signs, signals, and markings. The Office of Traffic Control in Oklahoma City provides signs, signals, and markings for crossing protection of students. Practices follow standards in the Uniform Traffic Control Manual.

Signs are diamond in shape with the legend "School" or "School Crossing"; color, combination black on fluorescent orange (Daglo). The sign with the legend "School" is placed on streets adjacent to the school. The sign with the legend "School Crossing" is placed at crossings that are away from school. The bottom of school signs should be seven feet above the surface they are installed upon. This makes them clearly visible to approaching motorists.

School signs should be accompanied with a speed and time of day plate, placed on the same post below the school sign. A sign should also be used to inform motorists of the end of the school zone. All school signs should be installed according to Engineering Standards.

Signals, such as pedestrian-actuated signals when properly installed and used correctly provide much crossing protection. Since these special crossing signals control motorists in two directions only, stop signs used on streets intersecting the streets where these lights are located add much safety against turning traffic.

When a route to and from school is in the process of being developed, often times a regular traffic signal can be utilized to good advantage. Some local city governments provide a special signal for school crossings. When either of the above signals are used, children need to be taught the correct way to use them. For example: At the regular signal, children should be taught to cross only on a green light and that after the green light comes on, traffic must be checked to the left and right before stepping from the curb into the street. When the special crossing signal (pedestrian actuated) is used, pedestrians do not step from the curb until drivers of cars have observed the signal light and stopped.

Oklahoma City Public Schools

REGULATIONS FOR PUPILS TRANSPORTED IN SCHOOL BUSES

(Approved by the Oklahoma City Board of Education, State Department of Public Safety, and the State Department of Motor Vehicles.)

All pupils shall be ready in the morning at the scheduled time for the school bus to arrive at the designated school bus stop or place of boarding. The bus cannot wait for those who are tardy.

The driver and/or principal MAY assign each pupil a seat for which the pupil will be responsible.

The driver is in full charge of the bus and pupils. Pupils must obey the driver promptly and cheerfully.

Pupils will observe the following:

1. Walk on left side of the road facing the traffic.
2. Never run to meet the bus; wait for it at the bus stop.
3. Never stand in roadway while waiting for bus.
4. Clean shoes before entering bus.
5. Avoid unnecessary conversation with driver.
6. Except for ordinary conversation, observe classroom conduct in the bus in order not to distract driver's attention.
7. The use of profane language will not be tolerated. The use of tobacco is prohibited.
8. Arms and head must be kept inside the bus windows at all times.
9. Report to the driver at once any damage to the bus.
10. Get on or off the bus or change seats in the bus only when it is not in motion.

The privilege of pupils to ride in the school bus is conditioned on their good behavior and observance of these rules. Drivers are authorized to enforce these rules.

Should any person persist in violating any of these rules, it shall be the duty of the driver to notify the principal; and after due warning has been given to the pupil, the driver shall then forbid such disobedient pupil the privilege of riding the bus until permission to ride again has been given by the principal.

Written notice of the action of the driver shall be furnished to the parent through the principal of the school but such notice need not precede action by the driver.

Any complaints of drivers, pupils, or parents, not specified in the above rules, shall be reported promptly to the principal of the school and/or the Director of Safety Education.

Pupils are NOT to be DISCHARGED from buses enroute to and from school.

Exhibit A

OBTAINING PARENT'S CONSENT

Pupils should not be assigned to patrol duty without the written consent of parent or guardian. The form shown here is suggested for use in obtaining the parent's consent. The reverse side carries a message from the principal to the parent explaining important facts about the school patrol program. This message, if desired, can take the form of a letter which remains with the parent.

Parent's Approval for Junior Police Duty

_____
Date

I accept the statement of the purposes and values of school patrols as set forth on the reverse side of this card.

I hereby consent to have_____serve as a
Name of boy or girl

member of the Junior Police Organization in the _____

elementary school with the understanding that (he)(she) will be

under school jurisdiction during all periods of Junior Police duty.

Signed:_____
Parent or Guardian

(Front side of card)

Your child has expressed a desire to serve as a member of our school Junior Police. He understands that patrol members assume definite responsibilities, and that serving as a Junior Police means sacrificing a few minutes each day in order to fulfill his duties as a Junior Police.

He will receive instruction in his duties. His safety will not be jeopardized through his service as a Junior Police.

We operate our Junior Police program because it offers natural opportunities for individual initiative and for group-directed activity, and because it provides guidance for the safe conduct of all students. We believe that your child will benefit from his experience in the Junior Police.

Please let us know at any time how we can improve the educational values of our school Junior Police program.

Signed:_____
Principal

(Back side of card)

Exhibit B

SCHOOL FIRE-EXIT DRILL PLAN

Oklahoma City Public Schools

Purpose of Fire-Exit Drills

The purpose of the fire-exit drills in schools is to help insure the efficient and safe use of the exit facilities of the building.

Proper drills help insure orderly exit under control and help to reduce panic which has been responsible for the greater part of the loss of life in the major fire disasters of history. Order and control are the primary purposes of the drill. Speed in evacuating the building, while desirable, is not in itself an object, and should be made secondary to the maintenance of proper order and discipline.

Alarms Systems

Every school building should be equipped with a fire alarm system. The alarm sounding devices should be of such design and distributed in such a manner as to be audible in every room of a building above all other sounds. These devices should be distinctive in pitch and quality from other sounding devices in the building. All exit-drill signal devices should be installed on an independent signal system and not on the signal system which is used to change or dismiss classes. These signaling devices should be used only for fire-alarm purposes.

The fire-exit drill alarm system should be checked each day school is in session by a member of the custodial staff and a report made to the principal.

Responsibility for Fire-Exit Drills in Schools

It shall be the responsibility of each school principal to develop and carry out fire-exit drills in compliance with the regulations contained herein.

Education in Fire-Exit Drill Essential

Generally, it is desirable for the principal to meet all his teachers at the beginning of the term to discuss with them the fire-exit drill procedures. He should be assured that all teachers understand the use of the alarm system, the exit drill layout and procedures, the organization and control procedures, the obligations of the teachers, and fire safety principles in general. He should also review with the custodial employees their obligations in checking the alarm, the supervision of exits, and their duties during fire-exit drills.

Exhibit C

School Fire-Exit Drill Plan (continued)

Each teacher should instruct the pupils in the principles of evacuation and the necessity for controlled action by all. The teacher should post in the room a durable, legible card giving instructions on exit plans and evacuation procedures from that room. Early in the term and before the first exit drill, the teacher should discuss with the pupils the drill procedures and the necessity for concerted controlled action. Since various classes may use the room during the day, the instructions should be repeated for all class sections using the room. The teacher should instruct the pupils on dangers of fire and the need for fire-exit drills. After each of the early fire exit-drills when the pupils have returned to the room, the teacher and the pupils should discuss the good and bad features of the exit-drill and make plans for improving the next one. It is important that much of this teaching be done in advance. The teacher cannot afford to depend alone on spoken instructions at the time a drill is in process, particularly if there is a fire.

Kinds of Fire-Exit Drills

There are two kinds of fire-exit drills for schools; unobstructed and obstructed. The regular established drill is considered as an unobstructed drill. The drill which requires the occupants of a building to seek an alternate route in making an evacuation is considered as an obstructed drill.

First Fire-Exit Drill

Plans for the fire-exit drill shall be made during the first week of school.

Frequency

At least one fire-exit drill shall be held each month that school is in session in the elementary schools*. At least six fire-exit drills shall be held in the secondary schools during the regular school term. After the first week the five remaining drills in secondary school should be equally spaced.

Variety

It is recommended that fire-exit drills be held under all kinds of conditions and circumstances, and from all parts of the building in order to prepare pupils for any emergency that would make it necessary for them to evacuate the building. Among these would be the following situations:

---

* Exit Drills, National Fire Protective Association, Boston.

Exhibit C(continued)

School Fire-Exit Drill Plan (continued)

Variety (continued)

1. from regular classrooms
2. from regular classrooms with a blocked exit
3. from assemblies
4. when part of the pupils are in the classrooms and others are on the schoolgrounds or in the cafeteria
5. when pupils are in the process of changing classes
6. from cafeteria
7. any other situation in which pupils might be found

Time

Fire-exit drills are to be held on different days of the week and at different hours of the day. Pupils should not be able to distinguish between fire-exit drills and actual fires when they are held at irregular times.

The Fire-Exit Drill Plan

Each building principal or a staff member designated by the principal will be responsible for developing a fire-exit drill plan and an alternate plan to be used for evacuating the building in case of an emergency. A copy of the fire-exit drill plan is to be placed on file in the principal's office and one in the Safety Education Department at the central office.

General procedures to observe in establishing the fire-exit drill plan are as follows:

1. A directional chart or card should be prepared and displayed in each room showing the pupils the route to be used. Use a letter for designating stairs and a number for designating the exit door. For example: "Go down stair A and leave the building by exit #3."
2. Fire Exit Drills Unannounced. Fire-exit drills are to be held "UNANNOUNCED" after the plan has been established. Teachers and pupils are not to be informed when the drill is to be held.
3. Response to Fire-Exit Drill Signal. When the fire-exit drill signal is heard all work ceases and everyone prepares to leave the building.
4. Wraps. Time shall not be taken by children to secure wraps when the alarm signal is sounded.
5. Teacher Leads Group. Teachers will lead the group from the building. If two rooms are located adjacent to each other or across the corridor from each other, a "buddy system" may be used where one teacher will lead the groups and the other will check the rooms then follow the groups.
6. Routes. Each room group in the building shall have a definite way out of the building, including an ALTERNATE ROUTE.

Exhibit C (continued)

School Fire-Exit Drill Plan (continued)

The Fire-Exit Drill Plan (continued)

7. Shortest Routes. Pupils are to take the shortest route out of the building when possible.
8. Passing. No order of passing shall be given priority, the first group to a stair or door shall pass.
9. Lines. There shall be no crossing of lines during a fire-exit drill.
10. Doors. Doors to each classroom shall always be closed. When possible, close the windows. A dependable pupil may assist in closing the windows and doors.
11. Designated Areas. Pupils in elementary schools shall be grouped in pre-assigned areas outside the building.
    Since pupils in secondary schools attend classes in several different rooms in the building each day, it is deemed advisable to assign the designated area by room numbers.
    Pupils in secondary schools will go to the designated area that has been pre-assigned to the room in which the class is meeting. If the fire-exit drill signal is given while classes are in the process of changing, the pupils shall go to the pre-assigned area for the room they last attended.
12. Location from Building. Pupils shall be taken to designated areas that are at least twice as far from the building as the building's height. Avoid blocking driveways or fire hydrants.
13. Recall Signal. Pupils are to remain in designated areas until all pupils have been accounted for and the "recall signal" has been given.
14. Physically Handicapped. Provisions must be made for the physically handicapped children to be assisted in making a safe exit from the building. A separate line of march shall be used for them. If other pupils need to assist the handicapped, alternates should also be designated to assist in case of absence of the regular helpers.
15. Staff Participation. All occupants of the building, teachers, clerical employees, cafeteria employees, custodians, engineers, and others shall evacuate the building when a fire-exit drill signal has been given.
16. Order of Leaving Building. The principal, assistants, engineers, and custodians shall be the last to leave the building.
17. Timing. The amount of time for vacating the building shall be counted from the time the signal is sounded until the principal or acting principal is out of the building.
18. Crossing the Streets. Pupils shall cross streets only when directed to do so by someone in authority. (Principal, teacher or custodian)
19. Pupil Reports. Each teacher shall report to the principal or his designated representative after pupil accounting has been made.
20. Definite Location for Receiving Reports. The principal or the designated representative must go to the same designated

School Fire-Exit Drill Plan (continued)

The Fire-Exit Drill Plan (continued)

location on the school ground upon leaving the building during the fire-exit drill, so each member of the school personnel will know where to find her or him for reporting purposes. If necessary to group the pupils on more than one side of the building, a custodian, secretary, or some other adult should be assigned to a second designated location for receiving reports from the school personnel before the "recall signal" is given.

21. Use of Alternate Route. If for any reason a group should arrive at an exit which is clocked or obstructed, the teacher will signal to the group to stop. This signal will be given by placing one hand clearly above the head with fingers extended. Should it be necessary for the group to seek an alternate route from the building, both hands of the teacher will be held clearly above the head. In such case, the pupils will turn directly about and use the alternate route with a teacher leading the group.

Assemblages

1. Do not allow anyone to stand or sit in passageway or exit, except persons detailed as guards. This rule should be observed even if the audience is thereby limited.
2. After the people are assembled, have their attention called to the exits and to the necessity of egress in case of emergency.
3. Printed programs for public performances should contain the directions of exits in case of emergencies.
4. When there are people in the auditorium, the exit lights should be burning.

Open Flames Prohibited

It shall be a violation of these regulations for any school employee to permit or allow any lighted candle or other open flame for lighting purposes, ceremonial activities, or birthday celebrations to be used in any school building in the school system which is under their care, direction, or control.

EXCEPTION: Candles, canned heat, and/or alcohol burners may be used for heating purposes in science demonstration and/or experiments providing they are supervised by the teacher and used in a designated area in the classroom. The candle must be securely fastened to a portable candle holder or base. All of these must be placed on a piece of asbestos or fire-proof material. The teacher must be present at all times when any of these are being used for these purposes.

Exhibit C (continued)

School Fire-Exit Drill Plan (continued)

Custodians and Assistants

Custodians and their assistants should be assigned specific duties and stations; as fastening doors open, protecting the children from trucks, automobiles, etc., in the streets.

Inflammable Materials

Accumulations of scrap paper or other waste combustible material must not be allowed in any part of the building. Stores of supplies that are combustible should be made inaccessible to all unauthorized persons. Inflammable material should not be placed on or near any fixture used for gas or electric lighting or heating.

Industrial Arts and Vocational Shops

Industrial arts and vocational shops should be supplied with fire extinguishers or other equipment. Chemicals and finish supplies such as paints, varnishes, lacquers, etc., should be stored in metal containers. All oily rags must be kept in an approved enclosed metal container.

Inspection

It shall be the duty of the principal to inspect or have inspected all exit facilities daily in order to make sure that all stairways, doors, and other exits are in proper condition. Particular attention should be given to keeping ALL doors leading to the outside unlocked when pupils are in the building

Conditions of the building or equipment that constitute hazards or conditions that make impossible the carrying out of these regulations should be reported promptly to the Safety Education Department which in turn shall make recommendations to the Assistant Superintendent in charge of Business Management, whose duty it shall be to improve the safety conditions.

Central Office Representative and Fire Department Officials

When visiting schools, whenever practical, central office representatives should witness fire-exit drills, and comment to the principals upon them with respect and provision for safety. The central office employees should also make a report direct to the central office on the regular blanks provided.

Emergencies

Any emergencies which arise should be reported immediately to the Safety Education Office or to the Business Office.

Exhibit C (continued)

School Fire-Exit Drill Plan (continued)

Reporting to Central Office

Each school fire-exit drill shall be written up on the prescribed form, see page 20, and sent to the Safety Education Department at the central office in the next school mail. Fire-exit drills must be reported by the fifth day of the month after the drill was held in order to receive credit toward the Board of Education requirements of "frequency." See Exhibit D.

Fire Alarm Signal

All occupants of the building must be taught to identify the fire-exit alarm signal and informed of their responsibilities when it is heard.

It is the responsibility of the principal or the staff member designated by the principal to make sure that all members of the school staff know the location and how to operate the "alarm signal" for the fire-exit drill. Also, the personnel of the school should be informed of the location of the fire-exit drill alarm boxes and instructed in the proper use of them.

Evaluation

The following are criteria for evaluating the adequacy of exit drill procedures in schools.

	Yes	No	
1.	_____	_____	Is there wide participation by pupils who democratically share responsibilities for perfecting efficient drills?
2.	_____	_____	Does the attitude and general response of pupils indicate that they understand the significance of well ordered exit drills?
3.	_____	_____	Would a drill be efficiently operated in the absence of the principal or teacher?
4.	_____	_____	Are all teachers and custodians trained to sound the exit alarm?
5.	_____	_____	If the school were to catch fire in the absence of the principal, would someone promptly sound a fire alarm and notify the Fire Department?
6.	_____	_____	Does the custodian perform the prescribed duties efficiently?

Exhibit C (continued)

School Fire-Exit Drill Plan (continued)

Evaluation (continued)

	Yes	No	
7.	_____	_____	Is inspection planned to ascertain that every conceivable room in the building is evacuated?
8.	_____	_____	Are all pupils accounted for previous to giving the recall signal?
9.	_____	_____	Would the person in charge be notified if even one pupil had remained inside or returned to get something?
10.	_____	_____	Have special provisions been made to assist disabled or handicapped persons during exit drills?
11.	_____	_____	Have pupils and teachers planned and practiced several different exit routes which could be used in case of fire?
12.	_____	_____	Has there been training and practice with blocked exits and stairways so that pupils would react intelligently to obstructions in an emergency?
13.	_____	_____	Is it possible at all times for the teachers and fire squad members to so control the class groups that formations can be halted, about faced, and otherwise directed?
14.	_____	_____	Would the building be vacated in prompt and orderly fashion if drills were held
	_____	_____	a. on the first day of school?
	_____	_____	b. when pupils are in the auditorium?
	_____	_____	c. when pupils are in the cafeteria?
	_____	_____	d. when pupils are in the halls and stairways during intermission?
15.	_____	_____	Are fire escapes and exit facilities checked for safety frequently and regularly?
16.	_____	_____	Is the drill signal unmistakably heard everywhere, known to everyone, and free from mechanical imperfections which might render it inoperative?
17.	_____	_____	Is the recall signal one that could not possibly be mistaken for some other signal?
18.	_____	_____	Is there a bell switch at several convenient locations and are they conspicuously labelled?

Exhibit C (continued)

School Fire-Exit Drill Plan (continued)

Evaluation (continued)

	Yes	No	
19.	_____	_____	In the event that the electric fire alarm signal was inoperative, have pupils been trained to respond to an emergency hand bell signal?
20.	_____	_____	Are you reasonably confident that the exit drill procedures as practiced would hold up under the dangers of real fire conditions, such as smoke-blocked exits, and frightened pupils?

FIRE-EXIT DRILL REPORT
Division Safety Education
Oklahoma City Public Schools

School_____ Date_____

1. Time alarm sounded_____A.M._____P.M._____
2. Time principal left building_____
3. How long did it take to clear building?_____
4. Explain necessary disciplining_____

   _____
5. Explain any drill procedure not followed according to the Fire-Exit Drill Plan_____

   _____
6. Are there any parts of the fire-exit drill regulations that cannot be observed in your building? Yes___ No___ If answer is no, please list_____
7. Were any hazards or deterrents to orderly drill note?_____
8. What signals were used? Electric bell_____Manual Alarm_____Other_____
9. Was the signaling apparatus adequate?_____
10. Type of drill conducted: From classroom_____From assembly_____
    From cafeteria_____During play period_____With blocked exits_____
    Other. Please explain_____
11. Were all groups checked when they arrived at the designated location on the school ground? Yes_____ No_____
12. Suggestions for improving the fire-exit drill in your school_____

    _____

    _____

This exit drill report must be sent to the Safety Education Department in the next school mail following the drill. A duplicate copy of each report should be kept in the files of the office building principal.

Principal's Signature_____

Exhibit D

ACCIDENT REPORT FORM
Oklahoma City Public Schools
Division of Safety Education

Name_____Address_____Telephone_____Age____Grade_____

School_____Grade or Classification_____

Accident occurred: Hour_____a.m._____p.m._____Date_____

1. Place of accident-S. Bldg.____S. grounds____To or From School____Home____Elsewhere_____

2. Who was in charge when the accident occurred? (Enter name)_____

_____

3. What action was taken immediately? First-Aid treatment____Sent to school nurse____Sent home___Sent to Physician (give name)_____Sent to Hospital_____

4. Who took this action? (write in name)

Principal_____Teacher_____

Nurse_____Other_____

5. Was this parent notified? Yes____No____ By whom_____

6. Nature of Injury	Part of Body Injured	How did accident happen? What was the pupil doing? Where was pupil? BE SPECIFIC:
Abrasion_____	Eyes_____	_____
Bruise_____	Head (ex. eyes)_____	
Burn_____	Arms_____	_____
Concussion_____	Hands_____	
Cut_____	Fingers_____	_____
Fracture_____	Trunk_____	
Laceration_____	Legs_____	_____
Puncture_____	Feet_____	
Scratches_____	Toes_____	_____
Sprain_____	_____	
_____	_____	_____

7. Number of days lost from school_____ _____

8. Remarks and comments:_____

_____

Date report is made Mo.____Day____Year_____ _____
Principal or Teacher in charge

9. Use this form to report all pupils requiring medical attention or causing the absence of the pupil from school for one-half day or more. Special attention is called to the need for reporting all accidents which happen to athletes either in practice sessions or in scheduled games. This report is to be made in duplicate-one copy forwarded by school mail to the Director of Safety Education and one filed in Principal's office. In case of serious injury, notify the Director of Safety Education by telephone and follow up with written report. Report all accidents to pupils enrolled in your school which come to your attention even though they occur off the school ground during hours when school is not in session.

Exhibit E

PARENTAL PERMISSION FORM FOR DRIVER EDUCATION

Date_____

Dear Parents:

Your (son) (daughter),_____
has indicated a desire to enroll in the Driver Education Course. The course consists of classroom and practice driving instruction and is under the supervision of a competent teacher. The practice driving instruction is given in a dual-control car which has a brake pedal on the right-hand side for the instructor's use, seat belts, extra rearview mirrors, and other special equipment. Adequate insurance coverage is carried for this car and all who use it or ride in it.

The teacher of this course,_____
has had special preparation for this important work and is certificated by the state teacher certification department.

Our goal in giving this course is to prepare competent, skillful, and responsible young drivers who will have the right attitude toward safe driving and will, therefore, assist in reducing accidents on the streets and highways.

If you request that your (son) (daughter) take this course, please read and sign the attached blank and have it returned to this school.

Sincerely yours,

_____
Signature of teacher or principal

PARENT'S REQUEST FOR DRIVER EDUCATION

Date_____

I hereby agree that my ____son____daughter,_____,
(name)
may take the High School Driver Education Course, with the understanding that (he) (she) will be under school supervision during the entire course.

I assure you of my full cooperation.

_____
Signature of parent or guardian

Exhibit F

PARENT'S PERMISSION FOR EXCURSION
Oklahoma City Public Schools

To_____School_____
of the Board of Education of the City of Oklahoma City, State of Oklahoma:

The undersigned, a parent or the parents of pupil_____
_____ request that the said pupil be permitted to engage in the following school activity:
For this excursion_____

_____

_____

_____

and as a prerequisite consideration, agree:

That only general supervision of the pupil in the activity can be given; that neither the school district nor any of its employees are liable for any injury to the pupil from such activity, including use of school of chartered bus, or private conveyance; and to hold the school district and all of its employees harmless on any claim for damages made by or for growing out of the above activity, including all expense of defending same.

Date_____

_____
Parents of Pupil

Exhibit G

REQUEST FOR REMOVAL OF PUPIL FROM SCHOOL
BY AN OFFICER OF THE LAW

Pupil's Name _____ Address _____ Phone _____

Grade in School _____ Age _____ Date _____ Time of Day _____

State reasons for the removal of pupil from the school _____

_____

_____

_____

_____

Where is pupil to be taken? _____

_____

_____

_____

Signature and Title of person taking pupil

Exhibit H

PUPIL'S MOTOR VEHICLE REGISTRATION
OKLAHOMA CITY PUBLIC SCHOOLS
DIVISION SAFETY EDUCATION

Name of School _____

It is the desire of the Student Council Safety Committee and faculty to give all the protection possible to pupils of the school. We are asking that the parents who wish to allow their children to drive motor vehicles to school to please cooperate with us. Please read the following rules carefully and help us to prevent a fatality or serious injury to any of the pupils of this school. We trust we may have your whole-hearted support in helping to make the pupils of our school free from accidents for the school term.

Remember: "The Life We Save Could Be That of Your Own Child."

MOTOR VEHICLE REGISTRATION

1. Pupil agrees to observe the following traffic laws around the school: (a) speed limit 20 miles per hour; (b) no parking in the street adjacent to school building; (c) vehicles are not to be overloaded; (d) refrain from unnecessary noises; and (e) not cruise around the building.
2. Pupil agrees to keep vehicle locked, if possible.
3. Pupil agrees not to sit in or on parked vehicles.
4. Pupil agrees not to drive vehicles during school hours without permission of the school.
5. A pupil with a short program must secure a pass card in order to leave the grounds. The pupil must be out of the building before the tardy bell rings.
6. Where parking space is available, pupils agree to park vehicles in as
7. All pupils who drive vehicles to school at any time agreee to register them.
8. Pupils who violate any of the above provisions may have the permit revoked.
9. Pupils who drive motor vehicles to school are not regularly enrolled until the completed application is filled out, signed by the pupil, the parent or guardian, and turned into the office.

I have read and understand the above regulations and agree to observe them.

PARENT'S AGREEMENT Signature of Pupil _____

I wish to permit my (son, daughter) to drive a vehicle to school.
My(son, daughter) is familiar with the above statements and agrees to obey or the privilege of driving a vehicle to school is to be denied.

Signature of Parents or Guardian _____

S-226